

# Bulletin

The University of Toronto Bulletin, Monday, October 31, 1977  
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## Supplement:

Interim Report of the Planning and Priorities Subcommittee

## Planning and Resources examines plan for Sandford Fleming

The administration's proposals for space allocation in the reconstruction of Sandford Fleming — a plan which calls for consolidation of divisional and departmental science libraries — met with opposition at the October 24 meeting of the Planning and Resources Committee.

The administration recommends reconstruction of Sandford Fleming with the courtyard infilled to the fourth floor level and all fourth floor space completed. The building could then house the Faculty of Applied Science and Engineering, the Department of Computer Science, and the Faculty of Forestry (excluding Landscape Architecture) and Student Record Services.

Under this plan, the Engineering Library would be moved out of Sandford Fleming and into the north wing of the McLennan building, where it would be consolidated with other science libraries such as the Chemistry, Computer Science, Forestry, Mathematics, and Physics Libraries. The U of T Computer Centre would also vacate Sandford Fleming, and pending decisions on the U of T/Ryerson/York joint facility, possibly move off campus.

In presenting the administration's rationale for these proposals, Vice-President H.C. Eastman reviewed the present compression in government funding. While the Planning and Resources Committee has not yet established a space policy (principles were discussed in the Resources Subcommittee, October 18), the administration is wary of going above the COU space formulae. Ministry approval for the reconstruction, explained Prof. Eastman, will only be likely if the University can prove that the new building will conserve resources.

In addition to bringing SRS and the Faculty of Forestry out of expensive rented space, the new plan would give Forestry, now scattered, a permanent home. Under the south-west campus redevelopment proposals, alternatives for Forestry could not be implemented until phase III, which would be 1985, or, says Prof. Eastman, possibly never.

Prof. Eastman reminded the committee that the President, in his guidelines to the Users' Committee, had instructed them to assess the priority of a library in Sandford Fleming in the

light of savings, estimated at \$200,000, that could result from library amalgamation.

Prof. Eastman defended the rapidity with which these proposals had come before the Planning and Resources Committee by pointing out that delay in rebuilding Sandford Fleming was costing the University \$30,000 per month. However, the administration had agreed, he said, to delay one month to allow for further discussion with science divisions and permit the proposals to go first to the Resources Subcommittee.

Professor Stewart Lee, of the Department of Electrical Engineering, criticized the space allocations by pointing out that they had been developed without adequate consultation with divisions. He couldn't understand, he said, why the administration would consider making a move that nobody wanted, except perhaps the Physics Department. Furthermore, he claimed, the proposals bear little resemblance to the Users' Report.

In questioning the financial rationale for the proposals, Prof. Lee suggested that the University might save on the order of \$1/2 million per year by keeping UTCC in Sandford Fleming. A TRY regional computer centre could not exist before 1981, he said, and he wondered whether the present computer was to hover in mid-air until then. The Advisory Committee on Computing Facilities and Services should have been consulted, he said.

Principal William Saywell commented that the proposals should have been looked at in conjunction with the report of the advisory committee that investigated library services. That committee had been impressed by the validity of local libraries, he said, and was not convinced that disestablishment of small libraries was cheaper.

Later in the meeting, the committee passed the Budget Guidelines, and it was agreed that the Interim Report of the Planning and Priorities Subcommittee should be circulated widely, and then discussed in one month's time.

Prof. Eastman informed the committee that the University had received the topics on which it must prepare briefs for the Ontario Council on University Affairs. Hearings for U of T will take place on March 31, 1978.

## Bring a colleague



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Medical Sciences Building

October 31 - November 4

10 a.m. - 4 p.m.: Mon., Tues., Wed. & Fri.

10 a.m. - 6.30 p.m.: Thursday, Nov. 3

Dentistry Building

10.30 a.m. - 3.30 p.m.: Friday, Nov. 4

## Academic Affairs abolishes bacteriology diploma program

At its regular meeting on October 27, the Academic Affairs Committee heard Vice-President and Provost Donald Chant explain that the appropriate academic officers, in particular Deans Arthur Kruger of the Faculty of Arts and Science and James Ham of the School of Graduate Studies, have been asked to comment upon specific recommendations of the Task Force on Canadian Studies in order that the provost can submit a final report to the committee early in 1978.

He also announced that Dean J.C. Ricker of the Faculty of Education was in the process of conducting a survey of 200 schools throughout Ontario to determine their reaction to two of the task force recommendations: that in 1982 the University impose an admission requirement of Grade 13 French for all Ontario candidates to the Faculty of Arts and Science, and that the University stress the danger of overkill in Canadian studies in the schools to the provincial authorities.

The committee approved a proposal that the Faculty of Medicine abolish the diploma program in bacteriology as a result of a steady decline in enrolment, and learned that the annual curriculum report for 1977-78 of the Faculty of Forestry and Landscape Architecture was being reconsidered and would be presented to the Subcommittee on Curriculum and Standards in a different form than that originally submitted. The

subcommittee has requested that the revised report indicate the significance to the forestry program of the cancellation of six courses.

The committee approved a proposal from the Faculty of Nursing stating, in part, that "a maximum of 10 percent of places in the first year of the undergraduate program(s) be made available, on a competitive basis with all other applicants, to students on visas".

Vice-Provost Milton Israel presented a number of amendments to the Policy and Procedures on Academic Appointments that, he more than once assured the committee, were not substantive, but merely procedural. During discussion of the amendments, Professor T.D. Langan of the Department of Philosophy objected to the "extreme casualness" with which searches for, and appointments of, faculty members at the University are conducted, and wondered whether there shouldn't be more active decanal participation in the process, especially in the Faculty of Arts and Science. This would have the beneficial effect of increasing the level of communication between the dean's office and the departments, he said.

A sometimes heated discussion of the committee's position on visa student fees followed.

The issue is likely to be addressed again at the next meeting of Academic Affairs on November 10.



# Job Openings

Below is a partial list of job openings at the University. Interested applicants should read the Promotional Opportunity postings on their staff bulletin boards, or telephone the personnel office for further information. The number in brackets following the name of the department in the list indicates the personnel officer responsible. Please call: (1) Sylvia Holland, 978-6470; (2) Penny Tai-Pow, 978-5468; (3) Manfred Wewers, 978-4834; (4) Ann Sarsfield, 978-2112; (5) Beverley Chennell, 978-7308.

**Secretary II** (\$9,000 — 10,590 — 12,180)  
Medicine (4), Internal Affairs (4)

**Secretary III** (\$9,900 — 11,650 — 13,400)  
Trinity College (2)

**Secretary IV** (\$11,010 — 12,960 — 14,900)  
Vice-Provost — Health Sciences (1)

**Dental Assistant** (\$9,000 - 10,590 — 12,180)  
Dentistry (1)

**Computer Operator I** (\$9,000 - 10,590 — 12,180)  
Faculty of Education (1)

**Computer Terminal Assistant II** (\$9,000 — 10,590 — 12,180)  
Faculty of Library Science (5)

**Laboratory Technician II** (\$11,010 — 12,960 — 14,900)  
Ophthalmology (4), Physiology (2)

**Electron Microscopist II** (\$11,010 — 12,960 — 14,900)  
Pathology (4)

**Research Officer** (\$9,900 — 11,650 — 13,400)  
Medicine, Temporary (4)

**Administrative Assistant II** (\$12,860 — 15,130 — 17,400)  
Career Counselling & Placement Centre (4), Academic Statistics (1)

**Programmer I** (\$10,460 — 12,310 — 14,160)  
Behavioural Science (4), Pharmacology (2)

**Programmer II** (\$12,860 — 15,130 — 17,400)  
Business Information Systems (5)

**Programmer IV** (\$19,490 — 22,930 — 26,370)  
Physics (1)

**Writer** (\$14,900 — 17,630 — 20,270)  
Information Services (1)

**Assistant Director** (\$18,470 — 21,730 — 24,990)  
Private Funding (1)

**Accountant 6** (\$21,680 — 25,510 — 29,340)  
Comptroller's Office (5)

**Copy Machine Operator** (\$7,430 — 8,740 — 10,050)  
Erindale College, Sessional (3)

**Chief Engineer — Central Steam Plant** (\$18,470 — 21,730 — 24,990)  
Physical Plant (3)

## PhD Orals

### Friday, November 4

Maria Jane Marrocco, Department of English, "The Novels of Rose Macaulay — A Literary Pilgrimage." Thesis supervisor: Prof. D.J. Dooley. Room 111, 63 St. George St., 2 p.m.

### Monday, November 7

Dietmar Siemann, Department of Medical Biophysics, "Radiobiology Studies of Tumour Oxygenation: Implications for Radiotherapy." Thesis supervisor: Prof. R.P. Hill. Room 309, 63 St. George St., 10 a.m.

Richard Kapp, Department of History, "The Failure of the Diplomatic Relations Between Germany and Austria-Hungary for a Customs Union, 1915-1916."

Thesis supervisor: Prof. R. Spencer. Room 111, 63 St. George St., 2 p.m.

### Wednesday, November 9

Cynthia Zimmerman, Department of English, "The Mad Protagonist and Contemporary Dramatic Literature in English." Thesis supervisor: Prof. R.B. Parker. Room 111, 63 St. George St., 10 a.m.

### Friday, November 11

Anne Adele Fisher, Department of English, "A Reading of *Macbeth* in the Light of Earlier Native Drama." Thesis supervisor: Prof. J.M.R. Margeson. Room 111, 63 St. George St., 10 a.m.

## Anne-Marie Jamieson

when is a colleague *not* a colleague?



"My colleagues are the soft underbelly of this University. At a time of belt tightening, it is they who are going to suffer most."

That is Anne-Marie Jamieson talking, and though she may refer to her "colleagues" as freely as any academic, she is not a professor, but an administrative assistant at the Institute of Biomedical Engineering.

Mrs. Jamieson, whose job requires that she be "a mixture of regimental sergeant major and mother to all", has been with the institute since it was founded by Professor Norman F. Moody 15 years ago, and she has managed to tailor the position much to her own liking. In particular, she has always insisted that she be treated as "a friend among friends" by the graduate students with whom she is constantly in contact as well as by her fellow staff members, both academic and non-academic.

The institute is housed in the Rosebrugh Building and is funded by two faculties, Medicine and Applied Science & Engineering. All faculty members are cross-appointed and currently there are some 40 graduate students enrolled.

"There is a mutual liking and respect within this group — something that's reasonably easy to accomplish in small departments like this one, and much more difficult to do in large ones. Still, it should be striven for by all," she says.

So much camaraderie exists at the institute that this summer she joined a faculty member, Professor Henry O'Beirne, two institute students, Harold Waklinger and Wolfgang Wehrfritz, and law student Anna Malin, in a week-long canoe trip in Quetico Park. Almost as remarkable, they emerged from the experience as better friends.

### At work in a meritocracy

The University is a meritocracy where, as Anne-Marie Jamieson puts it, "the administrative staff are second class citizens in the eyes of many academics. As far as they are concerned, we're here to do our jobs, but we had better not kid ourselves that we make a meaningful contribution."

For their part, she points out, "academics are not necessarily good administrators. They are not trained for it, they're thrust into it. But being a good physiologist doesn't always mean being a good manager. In fact, the results are frequently disastrous."

The lady is outspoken and opinionated, the result, she says, of growing up in Hitler's Germany where, to survive, she

was forced to compromise her own integrity. Ever since, she has resisted the impulse.

During 1976-77, she was editor of a periodical for female staff members at U of T that was funded by a Women's Year grant from the provincial government. This year, she is editor of the Staff Association *Bulletin*, which permits her to "pass on a word of warning, advice, or good cheer" to other employees throughout the University. "Being in a happy department, I feel a particular sense of responsibility towards others who are not," she says.

A long-time, active member of the Staff Association, she says that, for the most part, the U of T staff isn't interested in CUPE unionization. "Attendance has been minimal at CUPE's information meetings. The general reaction is that we don't want some outside organization running our show for us.

"But there is considerable interest in greater security for non-academic staff members, and now that the *Memorandum of Agreement* between the Faculty Association and the administration has come into force, certification of the Staff Association is imperative, as far as I'm concerned."

Unfortunately, the association is unable to pay its president a salary, as the Faculty Association does. Nor is any relief from job responsibilities provided by the University, though it has agreed to the reduction of the UTFA president's teaching load. And the association has never got the support from the administrative staff members that it deserves. So certification may well take some doing.

Mrs. Jamieson is no mere malcontent. Asked about salary levels, she smiles and says, "My colleagues will shoot me, but I don't think we are underpaid by the University, for the most part. Such benefits as a week off at Christmas make up for any slight deficiencies in salaries, though, of course, everybody wants more money.

"However, people with equal skills and competence who are performing essentially the same tasks, but who work in different departments, should be paid equivalent salaries. A progress-through-the-ranks component would do much to remedy the present inequities."

Ask Anne-Marie Jamieson what she thinks, and she'll tell you, in no uncertain terms. You would almost think she was a tenured academic.

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# INTERIM REPORT of the PLANNING AND PRIORITIES SUBCOMMITTEE to the PLANNING AND RESOURCES COMMITTEE of the GOVERNING COUNCIL, UNIVERSITY OF TORONTO

## A Message from the Chairman of the Planning and Priorities Subcommittee

The Interim Report of the Planning and Priorities Subcommittee has by necessity a wide perspective. The Subcommittee has commented about every academic division of the University and about many inter-divisional issues as well.

Given the breadth and, we hope, significance of the Subcommittee's work, we decided that the Interim Report should be made widely available throughout the University. We are hopeful that by distributing the Report widely we shall call attention to important planning issues and elicit comments about them from all parts of the University community.

We shall welcome comments about the Report. The Subcommittee must begin preparation of its Final Report early in the spring. Consequently, comments in response to the Interim Report will be most helpful if they are received before the end of this year. Responses to the Interim Report may be made either through the heads of divisions, through the Office of the Vice-President for Research and Planning, or directly to the Chairman of the Planning and Priorities Subcommittee. I have enclosed a list of membership of the Subcommittee. I am sure that members of the Subcommittee will be willing to discuss the Report and receive comments about it.

Professor Howard Andrews  
CHAIRMAN, Planning and Priorities  
Subcommittee

## INTRODUCTION

### Establishment of the Subcommittee (1.1)

The Planning and Priorities Subcommittee of the Planning and Resources Committee was established by Governing Council on September 23, 1976, to replace the Planning Subcommittee for the academic session 1976/77. This was the result of a recommendation made by the Committee on June 22, 1976, in response to the Governing Council decision of April 29, 1976, to freeze the 1977/78 base budget at the 1976/77 level, to allow the committee and the academic divisions to concentrate on program planning and the priorities of resources allocation. Since this task was not going to be completed by June 30, 1977, the Subcommittee was continued for a further year (to June 30, 1978) by Governing Council on June 16, 1977. This Interim Report describes the work of the Subcommittee during 1976/77, and includes recommendations carrying budgetary implications mainly of a short-term nature for the benefit of the 1978/79 Budget Committee. It is intended that a "final" report on longer-term budgetary implications be presented by June, 1978.

### Terms of Reference (1.2)

The terms of reference of the Subcommittee are as follows:

- 1 To establish broad guidelines for determining academic priorities.
- 2 To review all divisional plans and establish, with the divisions involved, individual divisional academic priorities.
- 3 To determine university-wide academic priorities as guidelines for future resource allocations, i.e. rank divisional thrusts in priority order.

Most of the work of the Subcommittee during 1976/77 has been concerned with the second of these terms, and, although this is not yet complete, tentative proposals relating to the others are set forth in this report, mainly for wider exposure and further discussion.

### Origin, Purpose and Scope of the Current Planning Exercise (1.4)

Program planning and review is an ongoing academic exercise carried out continually by most divisions, departments, and individual faculty members, even if in relative isolation. The current planning exercise, however, is probably the first attempt in this University to do academic planning and assess priorities across the whole University in a relatively short period of time. Although it may be useful to trace the history of planning in this University over the years to recent times in the work of the planning Subcommittee (established in 1974), which this Subcommittee has replaced for a two-year period, we are content to begin with events following consideration of the 1976/77 Budget Committee Report by the Planning and Resources Committee, the administration, and Governing Council.

The Budget Committee Report required lengthy consideration. Members of the Planning and Resources Committee had a sense of unease with their apparent inability to assess its main steering effects, and with the use of general budgetary compression as a major tool of budgeting. As a result, they discussed the Committee could best provide guidance for the Budget Committee, and dance for the Budget Committee, and subsequently review its recommendations for the benefit of Governing Council.

The President noted in a memorandum of March 8, 1977, to the Budget Committee and in comments to the Governing Council on March 10, 1976, that the budget review for 1976/77 had been extremely time-consuming for all concerned, that general budget compression had been necessary for the previous few years because the growth of income had not been sufficient to offset the growth of expenditures, and that the relatively short lead time provided by the timing of the announcement of the changes in formula income tended to preclude the type of planning by the University and its divisions required for the most effective allocation of resources. If compression is needed in future, and if overall compression is to be replaced more and more by selective compression

and, when appropriate, excision of programs, then, he stated, careful consideration is required in planning directions and assigning priorities. This requires time for its development, both at the divisional level and across the University.

The President went on to propose a base-budget "freeze" for 1977/78 at the level of the 1976/77 budget, to provide time for this planning exercise. This proposal was approved by Governing Council on April 29, 1976, as part of "Budget Principles 1977/78." Another part of these principles related to the planning initiatives required as a concomitant of the freeze.

It fell to the Planning and Resources Committee to develop details of the planning exercise. It established a task force for this purpose, consisting of Mr. W.J.D. Lewis (Chairman), Mr. Michael Sabia and Professors J.M. Bliss and R.W. Missen. This task force recommended, among other things, that the Planning Subcommittee be expanded and its name be changed to the Planning and Priorities Subcommittee (for 1976/77), with terms of reference as given in 1.2 above. This was eventually accepted by Governing Council as noted in 1.1 above.

The overall primary purpose of the planning exercise is to provide a frame of reference, both intradivisionally and interdivisionally, for decision-making by the Budget Committee, which otherwise often has to make decisions with significant planning and steering effects in an *ad hoc* manner. A secondary benefit is that which may accrue to each division, and hence to the University, by virtue of the enhanced planning activity, irrespective of the actions and recommendations of this Subcommittee.

The scope of this planning exercise is essentially that of *academic programming and its priorities*. Planning relating to academic services (e.g., the central library system) and ancillary operations is also important, but since these *respond* to academic programming needs, they should not dictate programming requirements. Since they *are* important, however, they cannot be ignored in the discussion.

### Purpose and Scope of this Interim Report (1.5)

The purpose of this report, as an *interim report*, is five-fold, as follows:

- 1 to describe the progress of the work of the Subcommittee to June, 1977, and to indicate what remains to be done;
- 2 to make tentative proposals and recommendations about university-wide criteria, issues and priorities for academic planning, particularly as they relate to resource allocations in the next five years or so, for the benefit of the Budget Committee and of wider exposure in the University community;
- 3 to make recommendations, relating to individual academic divisions, for the benefit of the 1978/79 Budget Committee;

4 to provide information of a more general nature about the University and its divisions for the benefit of the Budget Committee;

5 to provide, as stock-taking, some guidance for the deliberations of the Subcommittee during the coming year.

In the remaining sections of the report, we first describe how the planning exercise is being carried out (section 2); we then discuss some overall university issues and criteria (section 3), although this is not meant to be exhaustive at this stage; and we then present, for each division, where possible at this stage, brief discussion leading to some recommendations (section 4). A summary of recommendations is given in section 5, and a list of submissions, reports, policy documents, etc. considered by the Subcommittee to date is given in the Appendix.

## THE NATURE AND CURRENT STATE OF THE PLANNING EXERCISE

### Method of Approach (2.1)

Academic planning is perhaps like Helen of Troy in Goethe's *Faust*, who says of herself – "admired much, and much reviled," indicative of differences of opinion about the role of planning in the University. It should also, like many medications, probably be taken in small doses, and accompanied by large doses of individual (division, department, staff, student, etc.) initiative. Nevertheless, in a period in which incremental resources are becoming scarce, and may in fact be negative in real terms, it becomes necessary to weigh both the existing situation and the consequences of such initiative so as to make a reasoned allocation of those resources. This is best done in a planning environment in which all parts of the University are taken into consideration.

Any group which undertakes such an exercise is immediately conscious of both its ignorance of the current situation across the breadth of the University, and the considerable demands which its deliberations are likely to place on other groups and on itself. There is a risk that the cost, both direct and indirect, of the exercise may negate possible benefits; the "cost" includes that in human terms, arising from possible program changes and dislocations which affect the careers of individuals and groups of individuals. There is also a risk that the results of the exercise may be taken as immutable rather than as guiding. These risks must inevitably be taken, but they must also be clearly recognized.

It then becomes necessary to involve those individuals and groups who are going to be affected by the outcome, so that they and the Subcommittee and the central administration are never too far from "equilibrium" in reaching conclusions that are generally acceptable. Thus, in the early stages of "vertical" consideration of divisions, it is essential to involve the divisions themselves, and ask them to articulate their individual plans and priorities. At a later



stage, such as we are reaching, it is desirable to involve the wider University community and ask for its response to both "vertical" (intradivisional) and "horizontal" (interdivis-  
sional) proposals.

We are then embarked on a two-year, multistage planning exercise, the details of which are elaborated in the succeeding parts of this section.

### Preparatory Work (2.2)

During the interval between the time of the decision made by the Planning and Resources Committee to recommend the creation of the Subcommittee in its present form, and the approval of this by Governing Council, that is, between June and October, 1976, some initiatives about structuring the exercise were taken by the central administration (Office of the Vice-President, Research and Planning, and of the Vice-President and Provost). Although these initiatives set the format for divisional submissions to the Subcommittee, and subsequently served as preparation for its deliberations, they were devised originally to describe the interactions between the central administration and the divisions.

The enhanced planning effort to which the University had committed itself was discussed at a meeting with Principals, Deans and Directors in June. Following this, a letter was sent to them in August indicating that divisional planning would occur in stages, and proposing five items for information and discussion in the first stage, which was mainly to gather descriptive information, as follows:

- 1 identification and description of academic areas;
- 2 information about academic staffing relating to each area;
- 3 discussion of relative strengths and weaknesses of each area;
- 4 description of each division's relationship with other divisions;
- 5 discussion of alternatives to "across-the-board" budget compression.

It was emphasized that the planning work would likely be different for each division, and meetings between the central administration and each division were held during the fall of 1976 to discuss the pattern in each case, particularly for the first stage.

In October, a further memorandum was sent to Principals, Deans and Directors outlining three additional stages in the process. In this it was indicated that the planning should have a five-year perspective, subject to subsequent amendment. During the fall of 1976, the Office of the Vice-President, Research and Planning, also prepared two "discussion papers" — one on undergraduate education, and one on graduate education.

In its early meetings, the Subcommittee considered how it would carry out its task in concert with the administration's stages, and agreed to begin with consideration of the divisional submissions as a first stage. The members were divided into panels to concentrate on the various submissions and lessen the overall workload, but all submissions were eventually discussed (nearly all with the divisional heads) by the Subcommittee as a whole.

The stages of the process which have evolved to date are as follows:  
STAGE I — preparation and review of divisional submissions;  
STAGE II — preparation and endorsement of responses to the submissions;

STAGE III — development of divisional objectives, plans and priorities;

STAGE IV — development of university-wide criteria and integration of divisional plans.

The first three of these represent "vertical" considerations through the divisions, and the last represents "horizontal" considerations across the University. The progress to date through these stages is elaborated in sections 2.4 to 2.7 below.

### Meetings Held to June 30, 1977 (2.3)

The work of the Subcommittee began relatively late in the session, and developed slowly until January. In spite of this, the Subcommittee held 23 meetings, the dates of which are given in section V of the Appendix. These were mostly concerned with discussions with heads of divisions about their submissions (Stage I); of the 20 divisions identified here for this purpose (see Contents), meetings were held relating to Stage I submissions of 16. In addition, responses (Stage II) were subsequently endorsed by the Subcommittee for 8 of these divisions. In addition to these meetings, a number of meetings were held involving the panels, either alone, or, in a few cases, with the division heads.

### Divisional Submissions/Stage I (2.4)

Written submissions have been received by the Subcommittee from 16 divisions, and a preliminary statement has been received from the "Colleges."

No attempt was made to have these submissions prepared to a uniform standard or set of specifications, although the divisions were generally asked to respond to the set of questions indicated in 2.2 above. Advantage was taken of appropriate existing documents. These included (1) statements on Divisional Objectives already approved by Governing Council, (2) preliminary statements on Divisional Objectives not yet approved by Governing Council, and (3) current statements prepared for other purposes; comments were added by the divisions to bring the statements up to date. Some divisions, however, prepared new submissions for this purpose. The Subcommittee is grateful for the effort devoted to all submissions by divisional heads and their colleagues.

### Responses/Stage II (2.5)

The second stage of the exercise is the preparation of responses to the divisional submissions. The preparation of these is initiated by the administration, in consultation with the appropriate panel members. The draft responses are then considered by the Subcommittee and may be amended before endorsement. To date, 8 responses have been endorsed, as shown in Table 2, and drafts are in preparation for a further 8.

The responses identify a number of issues, priorities, etc., as far as possible, from the submissions and meetings with divisional heads, and make comments or raise questions relating to them as a means of bringing matters of concern to a sharper focus.

### Divisional Objectives and Priorities/Stage III (2.6)

Stage III, which is intended to bring the Subcommittee, the divisions, and the central administration to agreement on the perception at this time of program goals, objectives and priorities of individual divisions, is the culmination of the "vertical" aspect of the planning exercise. This stage is receiving the most attention at this time.

### Integration With Overall University Planning/Stage IV (2.7)

The more difficult part of the planning exercise is the "horizontal" aspect, which involves integrating divisional objectives and priorities with university-wide considerations, according to items (1) and (3) of the terms of reference (section 1.2). As stated above, one of the purposes of this interim report is to advance some general criteria and considerations (section 3) tentatively for wider exposure and discussion in the University community as a whole.

### What Remains to Be Done

The Subcommittee is about halfway through its work. Stages I and II are nearly complete. The Subcommittee has only begun Stages III and IV, but the basis for Stage III has been partly established, and aspects of both are tentatively advanced in this interim report.

## OVERALL UNIVERSITY CONSIDERATIONS

### Introduction (3.1)

Although the Subcommittee has spent most of its time so far discussing divisional matters, it seems worthwhile to present in this interim report some overall University considerations that have arisen in the course of the discussions, for the purposes of identification and drawing interim conclusions for wider discussion. These are given in this section, first as external considerations, second as internal considerations, and third as a tentative set of overall criteria for planning and priority decisions.

We begin with certain premises relating to the University as a whole for the next five years:

- 1 The University is in a period of deficit or, at best, break-even budgets.
- 2 We do not expect that government support for post-secondary education will grow in real terms.
- 3 The University will be able to maintain its policy of overall steady-state enrolment, as outlined in the 1975 statement on enrolment policy (Appendix I). On the St. George campus, there may be fluctuations internally, for example, of one division relative to others, of graduate relative to undergraduate enrolment, and of full-time relative to part-time enrolment. On the suburban campuses, there may be opportunities to increase enrolment, provided capital funds are available. We note that steady-state enrolment does not necessarily mean steady-state income.
- 4 A general and over-riding task is to maintain quality and excellence of programs in a period of restraint.

It is tempting also to begin by defining in detail the goals and objectives of the University. This has been done to a certain extent in the 1973 statement "General Objectives of the

University of Toronto," approved by Governing Council. We content ourselves here with reiterating that the University has a commitment to excellence in the quality of its teaching, research, scholarship and professional and artistic achievement, and a responsibility to provide and develop leadership, all these for the benefit of human society and the intellectual development of its members in the best sense of these terms. We note further that although the University of Toronto shares many characteristics with other universities, the synthesis is uniquely its own, given its size, diversity, college system and foci of excellence. It is characterized by being a mature institution with a large resource base in its staff, its library and equipment, and its buildings, and with a life-blood of excellent students. We seek ways to enhance these characteristics and not to jeopardize them.

### External Considerations (3.2)

#### The Needs of Society and Responsiveness (3.2.1)

The needs of society in part can be related in a narrow sense to accessibility to programs and manpower planning, and in a broad sense to excellence and leadership.

As discussed in the Third Annual Report of the Ontario Council on University Affairs (OCUA), for 1976/77, pp. 7-8, the policy towards *accessibility* to undergraduate education in the province is that places be available for all qualified applicants, as determined by each University, subject to the understanding that an applicant may not gain access to a program or institution of his or her choice. In addition to admission criteria themselves, as set by the Universities, we believe that other measures of accessibility are availability and location of programs, financial circumstances and aid, and enrolment demands.

*Manpower planning* by itself is not a proper basis for academic program planning or even enrolment planning in a short-term sense, but it cannot be ignored in a long-term sense. Manpower requirements can be satisfied indirectly to a certain extent by ensuring that programs are sufficiently broadly based that graduates have flexibility to engage in a variety of endeavours. An example of the long-term sense is the requirement for academic staff in universities themselves, which is not at a low ebb, with serious implications for doctoral studies in a number of fields. Although there is an element of job training in any university academic program, it is not the governing factor so much as the educational development of individuals capable of facing new situations with confidence. What distinguishes universities from other institutions of post-secondary education is the breadth and depth of intellectual activity aimed at preparing eventual leaders in the professions, in government, in industry, in scholarship and research, etc.

Perhaps not so well recognized is the need in Canada for *centres of excellence* as measured by international standards. Because of the cost and limited nature of the resources required, not all institutions can aspire to this kind of excellence, nor can any one institution aspire to it in all fields. This University has achieved such status in a number of fields, and must continue to emphasize with funding bodies and the public at large the necessity to maintain and improve



this for the general welfare. Success in convincing others about the necessity will undoubtedly be influenced by the extent to which the University is perceived to be responsive to the needs of the community to which it is largely accountable. The University has responsibilities to the country as a whole, because it has certain strengths of programs and resources which are not represented elsewhere, and because it obtains funds from federal sources. It has special responsibilities to the people of Ontario because it is provincially funded, and is the largest and most prestigious University in the province. It also has special responsibilities to the immediate community in which it exists – the city of Toronto and the greater metropolitan Toronto area; it must recognize and respond to the needs of students from a large, urban society. These “publics” must be served in addition to the scholarly community at large, but they are all best served by maintaining and improving the concentration of excellence represented in the University.

### Enrolment Trends (3.2.2)

Enrolment trends are obviously important considerations in planning, and yet future enrolment cannot be predicted very well. They have been the subject of comment and analysis from an overall provincial point of view in the second and third annual reports of OCUA and in the last two briefs of the University to OCUA. Enrolment projections have concentrated on full-time undergraduate enrolments, and data on projected graduate and part-time enrolments are virtually non-existent. A recent brief to OCUA prepared by the COU Committee on Operating Grants compared four of these projections from three sources. Based on these, we can anticipate an overall increase in provincial enrolment (i.e., of full-time undergraduates) until 1982, following which a decline will occur until 1990. The four projections generally agree on this, but disagree on the extent of the changes. Information on graduate enrolment projections is expected to be made available by the same COU committee in the fall of 1977.

With respect to the University of Toronto itself, these projections for the province as a whole do not necessarily apply, and, based on the available information, we expect that the University will have no difficulty in adhering to its enrolment policy, as stated in 1975, which is in part that there be no general growth in full-time enrolment on the St. George campus. This expectation must be qualified by the uncertainty in graduate enrolment, and the expected decline in enrolment in the Faculty of Education (see 4.3.3 below). It must also be qualified by the realization that it requires the quality of educational experience at the University, as perceived by students, to be maintained and improved where necessary.

### Funding (3.2.3)

Funding from government sources is the major part of the University's income. The University's brief to OCUA on Operating Finances and Tuition Fees in June, 1976, considered the distribution of provincial operating grants in some detail. It advocated a formula-funding mechanism in which base costs are distinguished from variable costs dependent on enrolment. The formula funding used by the provincial government for the past decade or so has tended to reflect

enrolment growth, even though the funding has been mitigated in recent years by a moving-average approach to, and discounting of, growth. This funding of growth works to the disadvantage of the University of Toronto with its steady-state enrolment policy and need to maintain quality of programs. Furthermore this University has programs and resources which are not replicated everywhere either in nature or in significance. These include the library and the University of Toronto Press, which are provincial and national assets in addition to being resources of the University.

We support the recent endeavours of the University to continue seeking a funding system with components which recognize enrolment, fixed or base costs, and the special contributions of singular programs and resources of high quality which may not be adequately taken care of by formula funding. For this last, it may be desirable to have a formula system complemented by a grant system, so that part of the funds available is provided on a formula basis and part on a grant-judgment basis to take care of special features. *One possible implication of this approach is that the University place a lower priority on increasing the scope of programs which are adequately replicated elsewhere.*

In its third annual report (for 1976/77, pp. 14–15), OCUA raises the possibility of uncoupling support for one special feature from formula funding, and that is to provide special grants for institutions which may be adversely affected in years of declining enrolment. This possibility, taken together with the converse funding of growth, as described above, could mean that this University, as a steady-state enrolment institution, could be penalized in periods of both growth and decline in enrolment. If the uncoupling of the support for special features from formula funding is envisaged, then we must seek to have the special nature of many of our programs and resources accepted as one aspect of “special features.”

The University of Toronto has a larger concentration of graduate studies and research programs than any other university in Canada. Many of these programs are unique nationally, and some are internationally recognized. The province's formula for funding universities acknowledges that there are special costs associated with graduate studies and research, but does not provide adequately for all of these costs. For example, there are nearly twenty doctoral programs offered by the University of Toronto which are not offered elsewhere in Ontario. Many of these programs are the foundations for undergraduate programs, research specializations, and library collections. While the costs of large programs that are basically instructional are sensitive to variations in enrolment, graduate programs and small specialized programs often are not. The costs of the basic elements of these programs – libraries, laboratories, equipment – usually remain unchanged unless enrolment fluctuates considerably. One way of protecting the quality of the University's graduate and research programs is to separate some costs from an enrolment-based system of funding. Although the proposal to separate fixed costs and variable costs would affect all of the province's universities, its impact would be greatest on the University of Toronto, because it has by far the largest concentration of programs that would qualify for special funding.

RECOMMENDATION I-1\*: that the University continue to seek strongly a provincial funding system that reflects its special features, including the possibility of uncoupling support for some of these from formula funding.

### Program Influences (3.2.4)

The University, like all universities in Ontario, is influenced externally as to the nature and number of its academic programs, mostly by outside reviews. In turn, the University influences the standards applied in these reviews, both by the quality of its programs, and by the provision of people to give leadership in carrying out some of the reviews for other universities.

At the graduate level, the universities in Ontario, acting in concert through the Council of Ontario Universities (COU) and its Ontario Council on Graduate Studies (OCGS), have established the Advisory Committee on Academic Planning (ACAP) to assess graduate programs in the various disciplines in the province, and the Appraisals Committee to approve additional graduate programs.

Many of the programs of the professional faculties, whether graduate or undergraduate, receive accreditation reviews by outside professional bodies.

In addition, the Faculty of Education is subject to regulations imposed by the provincial Ministry of Education on teacher certification, a forthcoming change in which is noted in part 4.3.3 below.

Indirectly, programs in the University receive external influence in the peer judgment for award of research grants and in the award of outside scholarships to students.

In cooperating in these review activities, the University is seeking to demonstrate not merely that it can meet “minimum standards” (indeed the reviews attest to the leadership provided by the University in many fields provincially and nationally, and in some cases internationally), but that it is prepared to accept the consequences of adverse comments.

RECOMMENDATION I-2: that the University support the continuation of external reviews and that these and other external indications of quality be taken into account in resource allocation.

### Internal Considerations (3.3)

#### Enrolment Pattern (3.3.1)

The enrolment pattern as an internal consideration refers to the distribution of overall enrolment among the various divisions and among programs and courses within divisions, together with the trends in these. The main budgetary implication relates to the ability to accommodate significant changes in demand. Examples of trends in recent years are:

- 1 decrease in demand for language studies;
- 2 increase in demand for commerce and finance courses;
- 3 increase in demand for courses related to subsequent academic careers (e.g., those appropriate to improving chances of admission to the Faculty of Medicine); and
- 4 increase in demand for professional programs.

\*The recommendations are numbered consecutively through the report with the designation I (for interim) to distinguish them from recommendations to be made in the final report.

One way of offsetting the effects of these trends is to expand the practice of admission to program as a modification of admission to college or faculty. The inability to accommodate significant changes in demand is an important problem, but the Subcommittee has no recommendation to offer at this stage. The same problem underlies some of the issues raised below, and was also raised in some of the divisional submissions.

### Flexibility and Inflexibility (3.3.2)

The Subcommittee has noted, in general for the University, and in particular within the Faculty of Arts and Science, the contrast between the relative flexibility of program choice by students and the relative inflexibility of deployment of staff. Although flexibility is generally to be desired, the existing inflexibility with respect to staff resources is obviously a severe budgetary constraint, in the face of both short-term and long-term trends of student preferences, and the inability to predict how long they will persist and to what extent.

The existence of tenure is often cited as the major impediment to achieving adequate flexibility in staff deployment. Although it is a *factor*, we suggest that the problem would remain even if tenure did not exist. It is not feasible to consider assembling staff resources and dismantling them according to enrolment demands, since it may take many years to maintain excellence in building a department from a small base, and this difficulty of attracting the best staff would be exacerbated in the face of arbitrariness with respect to continued employment. *Where tenure is a factor, the University should exploit means to offset it, such as adequate provision for early retirement, changes from full-time to part-time appointments, and lump-sum payments where appropriate; furthermore, divisional heads should be exhorted to ensure that the continuing scholarly contribution associated with the granting of tenure is maintained, and to take appropriate action when it is not.*

Other means of providing greater staff flexibility are associated with “retraining,” the provision of an individual with two or more components of salary according to various kinds of commitment, and contractually limited term appointments. The first is not traditionally associated with university staff because of the level of performance required, but it may be possible to consider it in some cases. One form of the second is the cross-appointment, and it could be made even more flexible and elaborate at the expense of budgetary complexity. We note with respect to the third that a Task Force is reviewing the policy under the terms of the 1977 Memorandum of Agreement between the Governing Council and the Faculty Association.

The other side of the “coin” is to consider decreasing the flexibility in program choice by students, either by decreasing options or by increasing structure. This may sound like a retrograde step, but it may be possible to move significantly in this direction for the betterment of most students. Associated with this are the questions of how to provide constructive steering effects in program selection, and to what extent admission to program should replace admission to division. For the Faculty of Arts and Science, in the context of the New Program, the specialists' programs are at most a partial answer to the former question, and the proposed Erindale curriculum (“New New Program”) at Erindale College is a move in this direction.



### Academic Divisional Structure (3.3.3)

The academic divisional structure referred to here is essentially that represented by the faculties and schools.\* The existing structure has arisen mainly by historical evolution and the dictates of professional groupings. The question may well be raised as to whether or not we now have an *appropriate* divisional structure, not only from the relatively superficial point of view of budgetary or administrative convenience, but also from the deeper intellectual point of view. (To this may be added the interaction of the divisions with the central administration in the overall management of the University.)

Any divisional structure implies "barriers" — barriers to the transfer of, and access to, programs and resources, and intellectual and professional activity. The first inclination might be to tear down some barriers. Thus some small divisions might benefit intellectually from coalescence, not necessarily just with each other, but also with parts of larger divisions. This might then involve some realignments ultimately, but could have the net effect of reducing the total number of divisions significantly. It would also bring groups who may be relatively insular into more intimate contact with other groups with which they have some natural affinities.

A noticeable feature of the existing structure is the great disparity in size, and this is most apparent from the budgetary point of view. There is a tendency to devote relatively more time to making decisions (an advantage) about a small division, simply because it is a "division," and to get involved in greater detail in its operation (a disadvantage when the detail does not improve decisions). From the former point of view, and perhaps this alone, it may be desirable to consider the largest of the divisions, the Faculty of Arts and Science, in terms of several internal budgetary units. Such a scheme has been proposed to the Budget Committee in the past, but has not been acted upon.

### Reinforcement of Excellence (3.3.4)

In its recent briefs to OCUA, the University has stressed the preservation and enhancement of quality of programs as a leading criterion of planning and funding. We support this wholeheartedly, and also the suggestion contained in one of the departmental statements in the submission of the Faculty of Arts and Science to the effect that the highest priority be given to maintaining excellence where it already exists.

We recognize that translating this into decisions about resource allocation is difficult. For one thing, excellence is a goal as well as a criterion. For another, the translation requires judgment,\* and questions arise as to

who should make the judgment and on what basis. For yet another, excellence has to be considered in the light of the needs of a division in relation to what is expected of it, and how well these are currently being provided for budgetarily. Nevertheless, in spite of the difficulties, we believe that this is a prime consideration at this time.

**RECOMMENDATION I-3:** that reinforcement of program excellence be one of the main criteria for the allocation of resources at this time.

Although the preceding recommendation proposes a general principle, the Subcommittee recognizes the difficult problems of evaluation that are involved in its eventual implementation. The task of program review should be an *ongoing* exercise within the University, in which the quality and excellence of its multitude of programs within divisions and departments are periodically assessed and its resource needs analyzed. Achieving these assessments not only provides continuing information to the University's Budget Committee to enable it to respond more appropriately in the allocation of resources, but also provides the continuing demonstration of uniqueness and quality of programs at this University which is vital in any attempt to seek increased support for its endeavours from the private sector. There are precedents in this University for proposing regular and ongoing program reviews. For example, the Report of the Task Force to Review Policies and Procedures on Academic Appointments (Forster Report) in 1973 had strongly recommended such "periodic reviews of the performance and quality of divisions, departments in multi-departmental divisions and centres and institutes," on a five- to seven-year cycle. We recognize that reviews of a similar nature are already taking place within parts of the University. Some arise from the needs of a profession's licensing or accrediting agencies, or from ACAP assessments of graduate programs. Other, less formal, reviews are due simply to a department's desire to take stock of itself. However, there is as yet no overall University policy in this important matter.

**RECOMMENDATION I-3(A):** that the Office of the Vice-President and Provost prepare as soon as possible a proposal for a systematic and cyclical examination of the quality of programs within the University, with appropriate recognition, of course, of those externally mandated reviews already in existence.

### Budget Tactics and Strategies (3.3.5)

*Some considerations:*

1 *Increasing income* — The Budget Committee devotes most of its effort to expense accounts and relatively little to income accounts, particularly with respect to seeking ways of increasing overall income. Although much of this income is beyond the direct control of the University, more effort could be made to examine the implementation of policies from this perspective. Thus a special task force could be established to examine the income accounts with a view to maximizing the income from all existing sources and exploring new sources.

2 *Distribution of time* — The Budget Committee could consider, for its own purpose, partitioning larger divisions and/or grouping smaller divisions so that the amount of time spent on each division is more nearly proportional to the size of its budget.

3 *Internal subsidies* — The Budget Committee should further consider ancillary and subsidiary operations to determine if any apparent deficits they create can be reduced, and what steps could be taken to place such operations on a surplus or, at least, break-even basis, in accordance with current policy.

4 *Multi-year budget cycle* — The Budget Committee could consider whether it should place divisions on a, say, three-year budget cycle, on a rotating basis. This would have the advantages of (i) allowing a division to implement plans over a longer period, and (ii) decreasing the amount of time required to consider divisional accounts each year. The major disadvantage is that shorter-term changes in external funding policies can upset the cycle.

5 *Cost-benefit analysis* — It is tempting to use this as an aid to divisional planning, but there are two important caveats, one related to practical budgeting and one to academic desirability.

i Although divisions ostensibly have expense accounts, they do not have income accounts in the sense the University has. It is true that a division's formula "income" can be estimated by the product of the number of students, the B.I.U. weight factor and the value of the B.I.U., but the weight factor is not a true measure of *proper* income, although it was presumably originally chosen as a very approximate, if somewhat arbitrary, measure of this. Thus there is no congruence between a division's "income" and its expense. Furthermore, its expense account does not contain all items of its cost, since some are covered by overhead in other accounts (e.g., those of the library and physical plant), by provision of service teaching, etc. In principle, however, given a large number of arbitrary decisions, income and expenses could be assigned divisionally, but the incongruence factor would still remain.

ii Even if a complete costing were done, it is then evident that a cost-benefit analysis would not be appropriate on a total basis, but it may be on an incremental basis, given the existence of formula income as *de facto* income. The question could then be raised as to whether this could be related to *good* academic planning, since it would provide a major steering effect. We have been tempted to do this so far only in the cases of the Faculties of Pharmacy (part 4.2.4 below), and of Education (part 4.3.3 below), and then only in the face of severe manpower planning considerations.

**RECOMMENDATION I-4:** that a task force of the Planning and Resources Committee be established to seek ways of increasing the income of the University, including maximizing the income from all existing sources and exploring new sources.

### Alternatives to Across-the-board Compression (3.3.6)

In a period of restraints, major alternatives to across-the-board compression as a primary tool of the Budget Committee are not many, and although several proposals were received from the divisions, this matter is being readdressed to them for further consideration in Stage III. We list four alternatives below, regardless of how obvious they may appear, how many times they may have been proposed in the past, and the extent to which they may have already been used:

1 first and foremost, avoiding the need for compression by *seeking ways to increase income*, as discussed in part 3.3.5;

2 selective compression of programs, for example, using a guideline of relative excellence, as discussed in part 3.3.4;

3 *excision of programs* or parts thereof; the University's experience of this has not been a happy one, and understandably not many examples are readily proposed; and

4 a deliberate and conscious decision about *lowering the rate of salary increases* to free funds for such purposes as retaining staff, library acquisitions and equipment replacement; such a proposal would of course be subject to negotiations with the faculty and staff associations and the unions; whether or not the net result, if the proposal were agreed to and implemented, would be an improvement or a deterioration in morale is a moot point at this juncture.

In section 4 below, we have identified some specific items that relate to these alternatives, and we expect to be able to identify more for the final report.

**RECOMMENDATION I-5:** that the following alternatives to across-the-board budget compression be considered by the Budget Committee: (1) seeking ways to increase income; (2) selective compression of programs; (3) excision of programs; and (4) lowering the rate of salary increases, it being understood that this list is not necessarily exhaustive at this stage, and that the items are not necessarily mutually exclusive.

### Other Considerations (3.4)

The external and internal issues raised in the preceding sections are not exhaustive. Others which the Subcommittee may need to consider further are:

- EXTERNAL — the role of the University in Ontario and in Canada
  - the effects of the freezes on capital funding and on the number of graduate funding units
- INTERNAL — interdivisional relations and resource distribution
  - three-campus strategy
  - role of the Colleges
  - quality of instruction
  - part-time studies
  - graduate studies
  - continuing studies
  - staffing policy
  - space
  - research
  - community service
  - clinical instruction
  - the library
  - equipment replacement

\*We are not here concerned with departmental structure within a division, but we make comments about it where appropriate in parts of section 4 below. We are also not concerned here with organizational aspects *per se* of having three campuses.

\*The main elements in judgment of program quality are generally well recognized, although this does not necessarily make it any easier. These include, not necessarily in order of priority: (1) relative standing internationally, nationally, and provincially; (2) quality of staff and students attracted; (3) peer judgment as reflected in external research grants attracted, ACAP assessments and accreditation reviews; (4) scholarly work in publications of books and research articles; (5) professional work and artistic achievement, where appropriate; (6) quality of instruction; and (7) constructive entrepreneurial activity in program development, fund-seeking, etc.



## University-wide Criteria and Guidelines for Academic Priorities and Resource Allocation (3.5)

The first term of reference (part 1.2 above) for the Subcommittee deals with the establishment of broad guidelines for determining academic priorities. These are summarized at this point, as distilled from the discussion above. This obviously is a very important part of the report, but one which requires further careful consideration by the Subcommittee. At this interim stage, we advance the following:

- 1 reinforcement of excellence (part 3.3.4);
- 2 appropriateness for a university educational setting, and for the University's goals and objectives (part 3.1);
- 3 entrepreneurial academic leadership, including program development with opportunities for income generation, provided any long-term commitments can be accommodated (parts 3.3.4 and 5);
- 4 responsiveness to society's needs, including those arising from local and provincial responsibilities, where these are not being adequately met elsewhere (part 3.2.1);
- 5 increasing the flexibility of resource commitment (e.g., as discussed in part 3.3.2);
- 6 responding to an external review (part 3.2.4).

We realize that the second of these, for example, is difficult to translate into action, but this may indicate the need for some elaboration of the 1973 statement on "General Objectives of the University of Toronto."

We continue to search for additional criteria to form a useful and comprehensive set. For example, a further possibility may stem from consideration of the relative growth of divisions over the past, say, 20 years.

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RECOMMENDATION I-6: that University-wide criteria and guidelines for academic priorities and resource allocation be: (1) reinforcement of excellence; (2) appropriateness for a university and the University's goals and objectives; (3) entrepreneurial academic leadership; (4) responsiveness to society's needs; (5) increasing the flexibility of resource commitment; and (6) responding to an external review, it being understood that this list is not necessarily exhaustive at this stage.

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## THE ACADEMIC DIVISIONS

### The Arts and Science Group (4.1)

#### Introduction (4.1.1)

It is fitting to begin discussion of the academic divisions with the Arts and Science Group, which is made up of the Faculty of Arts and Science, on the St. George and Erindale campuses, and Scarborough College. The realms of knowledge and intellectual traditions of the disciplines represented in Arts and Science are at the heart of any university. The Arts and Science Group is also the largest part of the University, representing 70% of its full-time undergraduate enrolment, 90% of its part-time undergraduate enrolment, and nearly 50% of its graduate enrolment.

The activities of the Group are distributed geographically over the three campuses of the University – St. George, Erindale and Scarborough. Administratively and academically,

the activities at the St. George and Erindale campuses are those of the Faculty of Arts and Science, and the activities at the Scarborough campus are those of Scarborough College, which is not part of the Faculty. At the St. George and Erindale campuses, curriculum, staffing, tenure and promotion matters are then organized and implemented within the structure of a single Faculty. At the Scarborough campus, these matters are essentially the responsibility of the College. In effect, the University has two Faculties of Arts and Science. A further complication is that the "Faculty of Arts and Science" (i.e., at St. George), Erindale College and Scarborough College are three distinct budgetary divisions of the University.

The Subcommittee received three submissions from the Group – one from the Faculty of Arts and Science, prepared by the Dean and his colleagues, which related to activities of the Faculty as a whole (St. George and Erindale), one from Erindale College, prepared by the Principal and his colleagues, and one from Scarborough College, prepared by the Principal and her colleagues. All these submissions were prepared specially for the Subcommittee. The submission from the Faculty was particularly extensive, and included an overall statement by the Dean and individual statements from the 29 departments, which were summarized by the Dean in several groups. Because of the size and complexity of the Group, the Subcommittee devoted six meetings to it – four with the Dean and one with each Principal – to discuss the submissions.

Stage-II responses for the Faculty and the two Colleges have not yet been prepared for discussion and endorsement by the Subcommittee. Because of this, we cannot do full justice in this interim report to the extensive and generally excellent submissions. Furthermore, the Subcommittee has yet to hold discussions with representatives of the St. George Colleges (see 4.5, below). *We therefore emphasize the tentative and incomplete nature of the discussion and recommendation to follow.* Nevertheless, we believe that we raise several matters of considerable importance.

In the remaining parts of this section, we first discuss some aspects of the submission of the Faculty primarily as it relates to the St. George campus; we then treat Erindale College and Scarborough College in turn; and finally we discuss two issues relating to the Group as a whole.

#### Faculty of Arts and Science – St. George Campus (4.1.2)

We highlight here a number of issues concerning the Faculty's activities at the St. George campus.

##### 1 Relationships with Other Divisions

These were described in a general way in the introduction to the Faculty's submission, largely as an indication of the intricacy of the Faculty, but illustrating also the centrality of the Faculty to the teaching mission of the entire University. The types of relationships with other divisions are numerous, though the following appear to contain the major implications for the allocation of resources in a planning context:

- i relationships with the School of Graduate Studies, and Graduate Institutes and Centres, through appointments of graduate faculty and graduate instruction;

- ii relationships with Erindale and Scarborough Colleges, through staffing and undergraduate instruction;
- iii relationships with other divisions of the University, through cross-appointment of staff, and both the provision and receipt of undergraduate teaching services.

Of these, item (i) is discussed briefly below in this part, and item (ii) is addressed in part 4.1.5. Concerning item (iii), most of the other divisions of the University include a number of Arts and Science courses and instruction as part of their own programs. As a proportion of the total full-course equivalents taught by the Faculty, those taught to students registered in other Faculties are about 8 or 9%, but this unduly masks the significance of the role which this teaching plays in the programs, particularly at the introductory level, of these other divisions. By comparison, the amount of teaching of Arts and Science undergraduates undertaken by staff in other divisions is relatively small and diffuse, though more concentrated points of contact do exist, for example, between the Faculty of Management Studies and the Arts and Science program in Commerce. Points of conflict inevitably arise in these various relationships; questions have been raised in various submissions concerning problems of staffing and quality control in courses provided by the Faculty to other divisions, of student access to limited-enrolment courses in the Faculty, of the access of Arts and Science students to courses in other Faculties, and importantly, of the appropriate budgetary arrangements for "service teaching" in general. The Subcommittee plans to examine these questions more thoroughly during the coming year.

##### 2 Program and Curriculum Matters

The Faculty of Arts and Science states in its submission that it "has yet to discover a program which is fully successful at balancing disciplinary specialization and concentration with a liberal arts component which encourages breadth of comprehension and critical and imaginative thought." A number of problems with significant resource implications appear to be related to this situation.

In their individual statements, many departments call for the addition of new specializations and express the absence of specializations as weaknesses in program quality. At the same time, many departments report that some specializations are understaffed in terms either of numbers or quality. Juxtaposed to these problems are mismatches between the number of staff and the number of students, and between graduate and undergraduate programs. A number of statements from the departments express dissatisfaction with the New Program, and associate its development with a lack of concern for the quality of undergraduate education. While the Faculty's submission points to other factors to account for this (rapid enrolment increases at both undergraduate and graduate levels over the past decade, and budget reductions in recent years), there are clearly resource implications associated with any proposal to improve the quality of undergraduate teaching. Some resource implications can be offset through the transfer of teaching resources from graduate to undergraduate teaching.

### 3 Graduate versus Undergraduate Teaching Resources

Questions about the relationship between graduate and undergraduate studies have immediate and tangible significance because of the decline in graduate enrolment in certain areas and the subsequent pressure on the existing pattern of resource allocation. While enrolment should not be the sole criterion for planning, it must ultimately be an important guide for resource distribution.

The Faculty's submission argues that programs, particularly graduate programs, should not be geared to manpower needs. In spite of this, there seems to be a conflict between deep concern expressed about declining graduate enrolment, and the evident practice of many departments of applying manpower criteria to regulate admission to graduate programs. To the extent that it exists, this conflict confuses priorities for resource use.

#### 4 Staffing

The vitality and quality of the Faculty's programs and research effort, some departments argue, depend on a regular infusion of new staff. Questions and doubts are raised in this regard about the efficacy of contractually-limited appointments and the progress-through-the-ranks recovery scheme. The Faculty's submission also discusses a number of possible methods to "lessen the debilitating effect of a static staffing situation" including early and semi-retirement, exchanges with other universities and the circulation of staff among the campuses. This last issue is discussed below in part 4.1.5. With respect to contractually-limited appointments, the Subcommittee supports the Faculty's recommendation that the date of the review of the policy establishing such appointments (1980/81), be moved forward to 1977/78, and notes that, under Article 5 and Appendix E of the recent Memorandum of Agreement between the Governing Council and the University of Toronto Faculty Association, such a review is now underway.

#### The Faculty of Arts and Science – Erindale College (4.1.3)

Since a response to the College's submission has not yet been prepared, we limit discussion here mainly to a general summary of the College's statement.

Although Erindale College is an integral part of the Faculty of Arts and Science, it is a separate budget division within the University. Of the 29 Departments of the Faculty, 25 have staff and undergraduate programs at the College (in addition to three programs which are not part of the Faculty). The full-time undergraduate enrolment is about 3600, and the part-time enrolment is about 1000. Nearly all the staff are cross-appointed to Departments of the Faculty at the St. George campus. The College is administered academically by a Principal, a Vice-Principal and two Associate Deans.

One of the main concerns of the College is with contractually-limited academic appointments: their number relative to tenure-stream appointments, their current proportion in the College relative to that in other divisions, their short duration (one to three years) and resulting search costs.



## Erindale College's Priorities

1 *Improvement in quality of undergraduate program* – This is to be achieved in three ways: (i) introduction of the proposed Erindale curriculum (see (3) below); (ii) addition of scholarships to attract a larger number of outstanding students; and (iii) promotion of better instruction.

2 *Enrolment and Growth* – The College can grow to the original target of 5000 full-time students only if additional capital facilities are provided. It appears to prefer to remain at 3600, if by doing so it can better achieve its main objective (1) above, particularly in terms of attracting more good students.

3 *Introduction of a More Structured Curriculum* – The proposed Erindale curriculum (not discussed in detail here) was designed to have students identify better with a discipline or program, and in response to criticism of the New Program as applied to the College. The proposal is currently under review by a Task Force of the General Committee of the Faculty of Arts and Science. With respect to specialist programs, at an enrolment level of 3600 students, the College realizes that it cannot likely provide satisfactory programs in all disciplines, and that over a longer period, it must decide which should be sustained and improved, and which terminated or combined.

4 *Support of Research* – It is realized at the College that teaching and research are intimately related. As it exerts efforts to improve its undergraduate program, the College also seeks ways of improving research, for example, by increasing support for travel and research between terms.

In general, after ten years of rapid growth, the College seems to feel a need for a period of consolidation over the next five years. This is needed to strengthen its academic activities, and also to improve the quality of collegiate life and relations with the surrounding community.

## Scarborough College (4.1.4)

Since a response to the College's submission has not yet been prepared, we limit discussion here mainly to a general summary of the College's statement, including some major planning issues.

Corresponding to the 29 Departments making up the Faculty of Arts and Science, there are 28 discipline groups at Scarborough. The College currently has an enrolment of about 3500 full-time undergraduate students and about 1200 part-time students, the former of which the College views as its capacity, pending completion of its building program. Phase III of this, which essentially comprises construction of the library, has not been carried out because of the provincial government's freeze on capital spending. If this were completed, the capacity could be increased to 5000 full-time students.

The academic structure of the College is not departmental, but involves the Divisions of Humanities and Social Sciences, and the Physical Sciences and Life Science Groups, each of the four having a chairman. Within the framework of the New Program, students have the option of pursuing "major" programs of study (cf. "specialist" programs in the Faculty of Arts and Science) as a means of improving coherence in undergraduate program selection. The College is presently reviewing its curriculum in the context of the New Program.

Since the adoption of the Hare Report in 1971, the College has responsibility to the Governing Council for the undergraduate curriculum, rather than to the Faculty of Arts and Science. In addition, the responsibility for hiring, tenure and promotion procedures rests with the chairmen of the divisions and groups, but recommendations for the appointment of staff to the graduate faculty are made by the chairman of the appropriate graduate department. Like Erindale, the College is a separate budget division within the University.

With regard to excellence, the College is mindful of the need to attract more good students, although the situation has improved in recent years, and of the need to maintain a climate of intellectual vitality and high expectations for performance, with respect to both staff and students. The College contends that maintaining some of the smaller programs is vital to supporting and enhancing the quality of collegiate life on the campus.

## Some Major Planning Issues

1 *The library* – The most important consequence of the failure to complete Phase III is the lack of a proper library. This is currently being given first priority at Scarborough in the use of capital funds available to the University in the near future.

2 *Growth* – Although there are mixed feelings within the College about the desirability of growth from 3500 to 5000 full-time students, it is clear that such growth requires additional physical facilities (i.e., essentially the completion of Phase III). However, it is pointed out in the College's submission that the possibility of selected increased enrolment exists in some fields, e.g., in the Humanities and in the Summer Session, at relatively low marginal cost.

3 *Admissions Policy* – The College's submission states, perhaps as a means of generating debate, that "it is more desirable to admit to programs" than widespread refusal of entry to specific courses after admission (see also 3.3.1 above).

## Arts and Science on Three Campuses (4.1.5)

For the foreseeable future, and certainly for the time-horizon defined by this report, we assume that both Erindale and Scarborough Colleges will remain integral parts of the University. A variety of the concerns expressed in the submissions of the Faculty and of Erindale and Scarborough Colleges relate to more than one campus of the University. Included, for example, are concerns with transportation between campuses and the appropriate locus of responsibility for transportation services; concerns over admissions standards and the question of local accessibility in admission policy; concerns over the mobility of students between campuses and the problem of ensuring comparability of courses and standards on different campuses; concerns over the organization and administration of programs in the Summer Session; and concerns about differing degree regulations affecting students registered on different campuses. At this stage in the Subcommittee's deliberations, we make the following comments on what appear to be two central issues, curriculum and staffing, affecting the activities of the Arts and Science Group on three campuses.

1 *Curriculum* – As pointed out in both submissions from Erindale and Scarborough Colleges, teaching activities on the suburban campuses began with the preliminary years of the B.A. and B.Sc. General degree programs. With the growth of enrolments at these colleges and the introduction of the Faculty's New Program, the pressures to expand course offerings in most disciplines greatly increased. Given a stabilized enrolment at both campuses, somewhat short of the original target levels of 5000 full-time students, programs and course offerings are now at various stages of development: in some fields, "major" or "specialist" programs are in place; in others, only a limited range of courses are offered with, at best, only weak prospects for further development in the short-term future. Clearly, in no single discipline taught at the St. George campus and at the suburban colleges can the same variety and course choice be achieved on all three campuses. Beyond the introductory level, duplication of course offerings may have to be reduced where possible, within the educational aims of the two Colleges.

The existence of a distinct autonomy in curriculum decisions outside of the Faculty of Arts and Science, which is in place at Scarborough College, might present problems for coordinating course offerings among the campuses. This is because the departments of the Faculty and the Faculty itself have no direct control over what is taught at Scarborough College, and a number of the departmental statements expressed considerable dissatisfaction with this situation. While this control exists over curriculum matters at Erindale College, the submission of the Faculty expressed concern about the implications of the proposals for a new curriculum at Erindale, particularly from the point of view of maintaining uniform degree requirements for students proceeding to the same degree and registered at different colleges.

It is not within the Subcommittee's terms of reference to evaluate directly the philosophical or pedagogical arguments for and against these proposals. However, the characteristics of any curriculum structure impinge in a variety of ways on questions of the distribution of resources, and, in this context, the Subcommittee plans to examine further, in the coming months, the nature of the Arts and Science curriculum on three campuses. *For the present, the Subcommittee urges that the Faculty of Arts and Science, Erindale College and Scarborough College pay particular attention, in responding to Stage III of the current planning exercise, to the duplication of course offerings and the possible rationalization and consolidation of programs among the three campuses.*

2 *Staffing* – There are two major aspects of staffing in the Arts and Science group on the three campuses which merit comment. The first concerns the mobility of staff between campuses and the nature of cross-appointments, and the second concerns the process by which new appointments are made to the staff at the three campuses.

Difficulties of bringing about transfers of staff to the suburban campuses and difficulties resulting from such transfers were described in a number of the briefs and in the Subcommittee's discussions with the Dean and College Principals. Where transfers have been brought about, the preferred arrangements generally seem to be those made for a two- or three-year period, and involving the individual either in very little or no undergraduate teaching responsibilities

on more than one campus. Short-term cross-appointments in which the individual continues to teach undergraduate courses on two campuses, and is unable to feel more than nominal commitment to his assignment at the suburban campus, are viewed with dissatisfaction. To assist in increasing flexibility through the mobility of staff, it was suggested that consideration be given to providing financial incentives or, for example, to assisting in travel costs.

The submission of the Faculty and a number of the departmental statements point to the difficulties raised by the multiplication of interests and authorities involved in making new staff appointments, by virtue of, first, the existence of Erindale and Scarborough Colleges with separate budgets, and secondly, the separate constitutional relationship of Scarborough College as a result of the implementation of the Hare Committee recommendations. While the University's Policy and Procedures on Academic Appointments explicitly requires "close cooperation" between the Faculty and the suburban colleges in all aspects of appointment policy, such cooperation appears *not* to exist uniformly across all departments. The separate budget status of Erindale and Scarborough Colleges should not, of itself, impede the orderly and rational planning of appointments across the campuses. A high degree of inter-campus coordination in the forward planning of appointments does appear to exist in some departments, and this should be encouraged in all departments of the Faculty, with a goal of establishing a continuing five-year plan for appointments, replacements, leave arrangements, etc. Where such plans are not established, there can be no justification for requesting tenure-stream appointments.

RECOMMENDATION I-7: that no new tenure-stream appointments or replacements be made in the Faculty of Arts and Science (including Erindale College) or in Scarborough College, unless the Vice-President and Provost is given sufficient demonstration that the proposed appointments have resulted from thorough discussions involving departmental and administrative representatives of all three campuses, and clearly fit overall plans and priorities at both the departmental and divisional levels.

The separate constitutional status of Scarborough College, distinct from the Faculty of Arts and Science, and the resulting degree of autonomy over staffing decisions at the College could conceivably present greater problems to achieving a University-wide plan for the distribution of resources for the Arts and Science Group. Although this factor is raised explicitly in a number of the departmental statements and in the Faculty's submission, there is, as yet, no clear picture as to how the constitutional status of Scarborough College, *per se*, has affected the distribution of the University's resources. The instrument by which recommendations of the Hare Committee were adopted for Scarborough College in the fall of 1971 did not appear to include a formal review procedure.

In addition to the possible rationalization of programs raised above, *the Subcommittee urges that the Faculty of Arts and Science, Erindale College and Scarborough College, in responding to Stage III, consider more fundamental alternatives to the existing relationships among the three campuses, and the desirability of establishing a Task Force to study the feasibility of providing more or less autonomy to one or both of the suburban colleges.*



## The Health Sciences Group (4.2)

### Faculty of Dentistry (4.2.1)

The Faculty of Dentistry is one of two in Ontario, and the largest of 10 in Canada. Its major activity is the four-year undergraduate D.D.S. program with a total enrolment of about 500. The Faculty produces over 60% of the graduate and specialty students in Dentistry in Canada. At Toronto most of these (about 50) are in specialty diploma programs; the M.Sc. and Ph.D. programs have about 10 students each. The Faculty is a major national resource in dental research.

The Faculty is currently engaged in preparing for curriculum changes and in planning for major capital expenditures. Clarification of the issues raised below should result from this.

#### Comments

**1 Staffing** – The Faculty places a high priority on increasing the number of full-time (FT) staff, and achieving an appropriate balance of FT and part-time (PT) staffing (now: about 50 FT and about 250 PT, equivalent to 31 FT). The ratio of FT staff to students compares unfavourably with other faculties in Canada, and the staff/student ratio in the clinics is of particular concern. The Subcommittee recognizes the concern, but makes no recommendation pending further elaboration by the Faculty as to what an ideal balance is, how staff resources can be improved within the existing budget, and what effect it would have, for example, on graduate work and research.

**2 Clinical operations** – The Faculty operates clinics in its main building at 124 Edward Street, and others in Toronto and beyond involving the students with the community. The clinical operation is a major part of the Faculty's activities, since the (D.D.S.) graduates do not have a post-degree internship, but are prepared for practice at graduation. There are then both educational training and public-service aspects of these clinics. The (net) cost of these operations is estimated by the Faculty to require about 25% of its budget. A high priority of the Faculty and the University should be to place the funding of the clinics, particularly the main clinics, on a better basis to reduce the apparent deficit. This is a complex issue involving, among other things, deciding how large a clinic is needed for educational training, how much support is taken into account by formula funding, and how many of the clinics should be retained. Even though much of the direct cost of the "outreach" clinics is borne by special grants, we are uncertain about the amount and its significance. The growing obsolescence of the clinical equipment is also a concern, but this should be resolved in the next few years by money from the Ontario Health Resources Development Fund (OHRDF).

The Faculty is in the process of reconsidering the operation of its main clinic. An experimental clinical teaching unit has been established to evaluate a model of operation which gives greater management responsibility to the students. The 1977/78 Budget Committee provided funds for one year to improve management of the clinic by the introduction of computer-assisted record-keeping and scheduling. This is expected to result in increased income for the clinic as well as improved patient care and instruction.

**3 Space** – Some of the problems of lack of adequate space are presently being looked after by an approved renovation and expansion of facilities at 124 Edward Street, using funds provided by OHRDF. This will allow the Faculty to be consolidated in one location and to vacate rented space.

**4 Supply of dentists and enrolment** – At present the supply of and demand for dentists are in balance. There is a view, however, that a great gap exists between demand for services and need for them, and that it should be an important objective (of society) to close this gap. If this is done (e.g., by change of attitude and growth of dental-care plans), the demand for dentists could grow. The enrolment in the Faculty is now in steady-state.

**5 Research and graduate specialties** – The Faculty has developed several areas of research strength and post-graduate specialization. It also recognizes a need to add two postgraduate specializations, prosthodontics and endodontics, to the existing six specialties in the diploma program. In terms of priorities with given resources, it is not clear if there are links between research areas and post-graduate specializations, and what the relative priorities are. It also seems appropriate for the Subcommittee to ask the Faculty to consider converting its diploma program into a master's program.

**6 Faculty Organization** – The Faculty has apparently a rather detailed Departmental structure according to disciplines, based on the medical model. In the Faculty's submission, there is an indication that existing departments might be grouped into divisions which would form the basis for a new and simplified departmental structure. It now appears that this would not be a major reorganization with significant resource and academic implications, but only a merging of some of the smaller departments in an otherwise existing divisional organization created for administrative purposes.

**RECOMMENDATION I-8:** that the central administration and Faculty of Dentistry continue to pursue vigorously with appropriate governmental bodies an improved funding basis for the operations of the clinics of the Faculty.

**RECOMMENDATION I-9:** that the Faculty of Dentistry reconsider the organization of its departmental structure with a view to simplifying it and reducing its cost.

**RECOMMENDATION I-10:** that the Faculty of Dentistry continue exploring the restructuring of its clinic operations, and proceed with increased use of the computer to improve the management and income of the clinics.

**RECOMMENDATION I-11:** that the Faculty of Dentistry consider converting its graduate diploma program into a master's program.

### Faculty of Medicine (4.2.2)

The Faculty of Medicine is a large and complex division of the University, in many ways perhaps the most complex, given the scope of its operations, the size and nature of its staff, and the nature of its funding. It is one of 5 medical faculties in Ontario, and is nearly as large as the other 4 combined. The Faculty has been rather heavily engaged in planning in recent years through its Long-Range Planning and Assessment Committee (LRPAC). Also, in preparation for an accreditation visit in March, 1977, a specially appointed Institutional Self-study Steering Committee (issc)

prepared a report on the Faculty. For its own assessment, the Subcommittee used this report in lieu of a submission prepared specifically for its purpose, and a reply by the Dean to the draft response. The Subcommittee is not yet confident that it has a sufficient grasp of the Faculty's situation, and it intends to meet further with the Dean and his colleagues. Nevertheless, we tentatively advance some comments and recommendations here.

#### Comments

**1 Resources** – The issc report notes that the Faculty's resources are adequate but are not properly distributed.

**2 Priorities** – The issc report indicates a number of priorities for program additions or fiscal strengthening. In his reply to the draft response, the Dean has provided a more comprehensive list of issues, divided into (i) those "requiring further study," (ii) those "with potentially major resource implications," and (iii) those "with relatively minor resource implications." The first-priority issues (not in ranked order) from list (ii), which includes most of those in the issc report, "are to

- develop a plan for providing salaries for Scholars and Associates after expiration of their terms of appointment with granting agencies;
- develop a fiscal and operational policy for assuming responsibility for the internships in non-affiliated community hospitals;
- recruit appropriate staff to the Department of Nutrition and Food Science;
- develop a program in Clinical and Human Genetics;
- assess the future of the Department of Medical Genetics, including the Division of Immunology within the Department of Medical Genetics, and consider the possibility of creation of a Department of Immunology;
- strengthen the interdepartmental program in Clinical Pharmacology;
- implement the decentralization of the Department of Clinical Biochemistry through predominant orientation towards clinical service;
- develop a program in Geriatrics (funding included in Update);
- strengthen the Health Care Research Unit of the Community Health sector (funding included in Update);
- strengthen the program in Environmental and Occupational Health (funding included in Update);
- strengthen the program in radiological research (funding included in Update);
- strengthen the program in Human Nutrition (funding included in Update);
- develop a plan for replacement of I'Anson funds by University funds;
- develop a fiscal plan for supporting Curriculum Coordinators in affiliated institutions including their staff;
- develop a plan for supporting Secretaries of clinical faculty;
- develop a contingency plan for the provision of additional support for the Master's Program in Community Health;
- develop a contingency plan for long-range support for the Program in Speech Pathology."

We include these here to illustrate some of the Faculty's thinking on priorities, without necessarily endorsing them at this stage.

**3 Program Excision** – If this is required to counter a significant income decrease, LRPAC has recommended that the program in Art as Applied to Medicine be the first to be eliminated in its entirety.

**4 Continuing medical education** – This is stated to be underdeveloped, but the Faculty has an objective for increased activity, as recommended by LRPAC, subject to proper funding.

**5 Staffing Pattern** – This is an extremely complex issue in this Faculty, given the large number of part-time staff, some of whom have voluntary-status appointments, and given the varied missions (e.g., emphasis on research versus teaching; clinical-service responsibilities versus basic-science investigation) of the departments. We note, among a number of other points made about staff issues, (i) that there has been a shift in recent years towards voluntary status by part-time clinical staff, and that this may reduce the ability of the Faculty to control activities of this segment of staff, and may increase teaching responsibilities of full-time staff; (ii) that the number of full-time staff has increased substantially in recent years, apparently because of reclassification of positions and conversion of part-time positions to full-time positions; and (iii) that there is a variation in salary approach among the clinical departments, caused in part by differences in provision for salary increases for inflation and merit between the University's funds and the T. & R. (Treatment and Rehabilitation) funds from the Ministry of Health; the latter have provided lower percentage increases in recent years and the Faculty has had to make adjustments in its budget in various ways to offset this. We are not yet clear about the consequences of some of these trends and issues.

**RECOMMENDATION I-12:** that the Subcommittee be provided with a clearer picture of the complex funding and staffing in the Faculty of Medicine. (It needs this information to obtain a better understanding of the complex problems within the Faculty, and more importantly, to be able to assess properly the Faculty's situation within the context of a university-wide planning exercise.)

**RECOMMENDATION I-13:** that the Faculty of Medicine continue to improve distribution of resources internally to reduce "under-funding" and "over-funding" of departments. (It is recognized that this necessitates disclosure to the Dean of Additional departmental fiscal resources or the potential for them in order to come to rational decisions on internal funding. The Subcommittee hopes that the methods adopted will continue to encourage departmental initiatives in obtaining and retaining appropriate additional funding.)

**RECOMMENDATION I-14:** that, although the Subcommittee encourages the FES THE Faculty of Medicine to continue its (successful) attempts to obtain outside funding for priority items, all commitments which may place demands on university budgets be fully discussed and approved by the university administration before final commitments are made. (An example of an area about which we are concerned is the development in the Community Health departments through the I'Anson fund.)

**RECOMMENDATION I-15:** that the Faculty of Medicine reach a decision about the future status of the program in Art as Applied to Medicine.



## Faculty of Nursing (4.2.3)

In May, 1975, planning recommendations for the Faculty of Nursing, stemming from a statement of Divisional Objectives, were approved by Governing Council. *We have no recommendations to make* at this stage calling for major revision of these, but we note below some subsequent developments, and we also note that the Faculty has no plans having immediate implications for increased resources.

### Comments

**1 Doctoral program** – There is a recognized need for introduction of a doctoral program at a Canadian university, but it is not clear whether it should be a research type (Ph.D.) or a professional type, founded on either a disciplinary base or an interdisciplinary base. The Faculty does not foresee the possibility of a doctoral program being introduced before 1982.

**2 Research** – Prior to the introduction of a doctoral program, the Faculty emphasizes the need for developing a stronger research base, but the nature and extent of this are not yet clear. Availability of support for research development is a continuing problem.

**3 Maternal-child specialization for M.Sc.N.** – The implementation of this awaits approval within the University and subsequent appraisal. Subject to approval, the Subcommittee encourages the Faculty to implement this specialization, on the understanding that no new resources are required.

**4 Unified undergraduate program** – The Faculty is developing a single program with multiple points of entry for applicants with advanced standing to replace the normal four-year program and the three-year program for diploma holders. This is likely to be ready to admit diploma holders by 1978/79.

## Faculty of Pharmacy (4.2.4)

The Subcommittee was favourably impressed by the nature and completeness of the submission of the Faculty of Pharmacy. The Faculty is the only one of its kind in Ontario, and the largest of the 8 in Canada, with an undergraduate enrolment of about 625, and a first-year intake of about 175 (derived from 900–1000 applicants). Its graduate programs are relatively small.

### Comments

**1 Manpower needs** – This appears to be a dominant factor for the Faculty and has received some attention recently in the press. A shortage of pharmacists is predicted in Ontario for the near future, and the Faculty has prepared a proposal for submission to the government for a detailed manpower study. A key question then is should the Faculty be expanded or should a second Faculty of Pharmacy be established in the province. Given the constraints already placed on the Faculty in terms of class size, space limitations, and staff load, as discussed below, it is not clear whether the Faculty is in favour of expanding or of establishment of another facility in the province. Another key question is the extent to which manpower needs should control, e.g., enrolment, for what happens when the need declines?

**2 Staffing** – The Faculty emphasizes that it has a very high student/staff ratio, as judged by such measures as average class size, ratio of course enrolments to staff, and comparison with other faculties of pharmacy in Canada and in the U.S.A.

**3 Space limitations** – Although the Faculty occupies a relatively new building, it was never provided with a lecture theatre commensurate with the size of its classes, and this has led to some inefficiency in the use of teaching resources. This could be alleviated if the Faculty had first priority on two or three large lecture rooms in a nearby building.

**4 Practical training** – Each student spends 12 months in a practical training program – 8 months prior to graduation and 4 months following it. This is being reviewed by the Faculty and the Ontario College of Pharmacists, the licensing body, but is currently under the jurisdiction of the College. It has been proposed by a joint committee that the Faculty assume this responsibility, but the resource implications would have to be carefully taken into account.

**5 Enrolment** – This is one faculty in which increased enrolment may be desirable, if no other similar faculty is established in the province, and if some of the limitations felt by the Faculty could be relieved. Thus it might be possible if the Faculty were provided with more lecture-room space and more staff (especially if this could be done to a significant extent with part-time staff and limited-term appointments). It should be noted, however, that an increase in enrolment in this Faculty affects two other faculties significantly (Arts and Science, and Medicine), since these two together provide about half the instruction at the undergraduate level.

**6 Undergraduate program** – The Faculty is considering an increase in the clinical component, in the component of social and behavioural sciences, and in flexibility for options. One way being considered to achieve this is by the addition of a "pre-professional" year. However, the implications of this go beyond the Faculty, and the resource implications are considerable, since it means a lengthening of the program.

**7 Doctor of Pharmacy program and graduate programs** – A Doctor of Pharmacy program has been approved by the Academic Affairs Committee, but the resource implications have not been finally explored by the Planning and Resources Committee. Although the program itself is not a graduate program, it is not clear, if it were introduced, what effect it would have on the Faculty's graduate programs (Master's and Ph.D.), which, as noted, are relatively small. Would the Faculty place a higher priority on the Doctor of Pharmacy program or on maintenance (or expansion) of its graduate program? Would the introduction of the former have any effect on the Faculty's research effort? We shall explore these questions further with the Faculty.

**RECOMMENDATION I-16:** that the Faculty of Pharmacy consider further whether or not it is feasible and desirable to expand its undergraduate enrolment significantly, in the light of a predicted shortage of pharmacists in Ontario.

**RECOMMENDATION I-17:** that the Faculty of Pharmacy have improved access to large lecture rooms in a nearby building on a first-priority basis, so that it may achieve a more efficient use of teaching resources.

## School of Physical and Health Education (4.2.5)

In April, 1976, Divisional Objectives of the School of Physical and Health Education and recommendations relating to them were approved by Governing Council. *We have no recommendations to make* at this stage calling for revision of these.

The supplementary submission of March, 1977 made by the School emphasizes that a relatively small academic staff, about 11, continues to deal with a relatively large number of students, over 400, and is also heavily involved in the administration of the School. Some alleviation of this last will occur in 1977/78, as budget provision has already been made for the addition of an administrative assistant in accordance with the recommendations relating to the Divisional Objectives. This should permit more staff time to be devoted to research, which has been identified as a necessary prerequisite for a graduate program at the Master's level. We feel that the School should rather concentrate efforts on improving programs in undergraduate education, continuing education and research, in that order, as recommended in 1976, with last priority assigned to graduate studies.

With the construction of the new athletics building, now getting underway and scheduled for completion in 1980, the School will have excellent facilities. It may then be appropriate to reconsider some of the conclusions and assumptions made by the Fisher Task Force on the relationship between the School and the Department of Athletics.

## The Professional Faculties Group (4.3)

### Faculty of Applied Science and Engineering (4.3.1)

In April, 1976, the Faculty of Applied Science and Engineering presented a statement of "Divisional Objectives" to the Planning Sub-committee, which discussed it at two meetings in May, 1976. No recommendations were taken to Governing Council at that time, since the work of the Planning Subcommittee was supplanted by the work of this Subcommittee shortly thereafter. This document, augmented by further short statements by the Faculty, was used, however, by the Subcommittee in lieu of a submission written specifically for its purpose. This has resulted in a lack of proper focus on the Faculty's more immediate plans and priorities. A further complication is that the report of the decadal "Program Review Committee," an important document relating to the Faculty's program planning, will not be available until the fall of 1977. It is expected that this report, together with the Stage-III submission, will enable the Subcommittee to have a much better grasp of the Faculty's academic priorities. For these reasons, we defer making any recommendations relating to the Faculty at this stage, but we provide some comments below.

### Comments

**1 Space** – The highest immediate priority of the Faculty is the reconstruction of the Sandford Fleming Building, partially destroyed by fire in February, 1977. The 1976 report pointed out, even before this, that the Faculty considers that it is short of space, and that much of its older space needs to be renovated. The Subcommittee understands that plans are under way to have the reconstructed Sandford Fleming building available in time for the 1980/81 academic session. Temporary facilities have been obtained in the former Metropolitan Toronto Library on College Street. The rental of this facility will probably have resource implications, depending on the nature of the insurance settlement, and the length of the required stay in the library.

**2 Enrolment and demand** – The Faculty is one of eleven Engineering schools in Ontario. The two largest schools, Toronto and Waterloo, are of equal size and account for 50% of the provincial undergraduate and graduate engineering enrolment. Undergraduate enrolment at Toronto has been limited to about 2400 students for many years. The emergence of the CAAT technology programs will likely reduce undergraduate engineering enrolment in the province, and at the same time improve the quality of the university student body. Because of its location and the stature of the Faculty and the University, it is not expected that this provincial decrease will affect the Faculty.

Graduate enrolment has grown by over 200% in the past 20 years to a peak of 650 FTE students (in 1970), but has decreased somewhat recently, particularly at the Ph.D. level. Full-time graduate equivalent enrolment is expected to remain stable.

Demand for engineers continues to remain strong, although the recent economic difficulties have had a marked effect on some programs. This effect is expected to be only temporary.

**3 Staffing** – The number of academic staff has decreased slightly in recent years in response to budget reductions. The Faculty maintains that the overall scope and quality of its programs needs improvement, and that increases in staff are needed to improve laboratory and design instruction, and to permit the Faculty to move into newly emerging fields. However, the submission and the meeting with the Dean did not clarify specific priorities among many stated needs.

**4 Equipment** – The Faculty is concerned about the deterioration and obsolescence of the equipment used for its undergraduate instruction. It currently budgets about 3–4% of replacement value (amounting to 2.4% of 1977/78 operating budget) for equipment, and estimates that it needs about four times this to maintain its position properly. At present, research funds must be relied upon heavily to replace old equipment and purchase modern equipment to be used for teaching and research.

**5 Structure** – The policy-making structure of the Faculty is the result of a major reorganization in 1971. Academic staff, students and alumni are involved in the process at all levels. The Faculty and its departments and divisions appear to be well administered.

### School of Architecture (4.3.2)

The Subcommittee has not yet had an opportunity to meet with the Director of the School or to consider a submission from the School. Since a new Director has just been appointed, it is expected that these may have to be postponed until later in the fall. There are, therefore, no recommendations in this interim report relating directly to the School.

### Faculty of Education (4.3.3)

The Subcommittee was favourably impressed by the comprehensive nature of the submission of the Faculty of Education, and the great deal of effort that had obviously gone into its preparation. Similarly, the Subcommittee is encouraged by, and supports, the steps being taken by the Faculty to meet what can only be described as a "crisis of survival" for it, in terms of the developing enrolment situation, and its implications for budgeting and redeployment of staff and other resources. The comments and recommendations made below must be viewed in this context, and



do not pose anything new that the Faculty has not already considered or embarked on.

The main program of the Faculty by far is the one-year program leading to the B.ED. degree. There is also a one-year Technical and Industrial Arts (T. & I.A.) diploma program, a two-year graduate program in the Institute of Child Study (I.C.S.) leading to a Diploma in Child Study, and several professional certificate programs.

#### Comments

**1 Enrolment and employment opportunities** – These are very much tied together, particularly in view of the attention being paid by the news media. From a recent high of about 1800–1900, enrolment declined in 1976/77 to about 1600, and is expected to decrease further in 1977/78 to about 1350. Beyond then it is difficult to predict enrolment very accurately, but it is expected to decline further, corresponding to a decline in employment opportunities in the schools, which may extend to as late as 1985 in the case of high schools.

It is anticipated that the faculties of education in the province, particularly the largest at Toronto, Queen's and Western Ontario, will cooperate in a phased, proportional reduction in admissions, beginning in 1978/79, to enable a relatively orderly approach to the problem.

**2 Master of Arts in Teaching (MAT) program** – The Faculty is in the process of establishing an MAT program, as approved by Governing Council, and this is its highest priority. Apart from its academic value of providing a means for teachers in the schools to improve their professional capabilities, the program is an important part of the steps being taken by the Faculty to utilize effectively its existing staff in the face of an enrolment decline in the B.ED. program. (*Others are the developing program in Continuing Education and the changes related to the new Ontario Teacher's Certificate (OTC) regulations, both of which have implications for increased three-term operation, although the latter will depend on the method of financing.*)

**3 University of Toronto Schools (U.T.S.)** – U.T.S. plays an important role as a symbol of excellence in Ontario's educational system. It was originally a laboratory school, but now functions primarily as a school for gifted children. The Subcommittee agrees with the Faculty's suggestion that the role of U.T.S. should be redefined to acknowledge its being a school for gifted students, and that it should be funded accordingly by the province. The present fees and grant do not cover the cost of operation of U.T.S., and it is subsidized by the University by about \$170,000. The Budget Committee and the Faculty are rightly concerned about this. The Faculty suggests that the university press at the highest level for an increase in the grant, and similarly investigate the possibility of a new funding mechanism with the Ministry of Education (rather than the Ministry of Colleges and Universities).

**4 Institute of Child Study (I.C.S.)** – This also poses a deficit situation for the Faculty's budget. An objective of the Faculty is to eliminate this deficit in terms of the total program of the Institute – the diploma program and the laboratory school taken together. The Faculty agrees that it should try to transform the diploma program into a master's program as part of this.

**5 Technical and Industrial Arts (T. & I.A.) program** – This is a third aspect of the Faculty's operations to which a deficit can be attributed, and the Faculty has been taking steps to achieve its objective of an internal balanced-budget position.

**6 Library amalgamation** – The Faculty is intending to investigate the feasibility of transferring its library to the central library system. This would release space which could be used in place of costly rented space.

RECOMMENDATION I-18: that the Faculty of Education continue implementation of its stated plans, objectives and intentions as follows: i establishment and subsequent expansion of the scope of the MAT program; ii elimination of the deficit with respect to I.C.S. within the Faculty's budget; iii elimination of the deficit with respect to the T. & I.A. program within the Faculty's budget; iv investigation of the feasibility of transferring the Faculty's library to the central library system; v conversion of the Diploma in Child Study to a master's program.

RECOMMENDATION I-19: that, in accordance with the belief of both the Subcommittee and the Faculty of Education that the role of U.T.S. should be redefined more in terms of a school for gifted children, and in acknowledgment that U.T.S. provides an important function for the community, the University press at the highest level for an improved and appropriate funding mechanism for U.T.S.

#### Faculty of Forestry and Landscape Architecture (4.3.4)

The Faculty of Forestry and Landscape Architecture was formed in 1975 by the amalgamation of the former Faculty of Forestry (established in 1907) and the Department of Landscape Architecture (established in 1967), following dissolution of the Faculty of Architecture, Urban and Regional Planning, and Landscape Architecture. Prior to the amalgamation, the Faculty of Forestry had prepared a draft statement of Divisional Objectives for the Planning Subcommittee in January, 1975. The Divisional Objectives were found to be in need of some revision and improvement and, therefore, were not acted on by the Planning Subcommittee. Although the Planning and Priorities Subcommittee received the Divisional Objectives that were prepared in 1975, we have based our considerations primarily on a brief submission prepared by the Faculty for the purpose of the current planning project.

The program in Forestry offers degrees at the bachelor's, master's and doctoral levels, and a one-year graduate diploma in Resources Management. The bachelor's program is one of two in Ontario and one of six in Canada. The doctoral program is one of three in Canada. The bachelor's program in Landscape Architecture is one of two in Ontario and one of five in Canada.

#### Comments

**1 Enrolment** – In Forestry, undergraduate enrolment has been steady at about 300 and graduate enrolment at about 35 full-time equivalent students. Only a few students have enrolled in the doctoral program and very few have graduated. In 1976/77, undergraduate enrolment in Forestry fell short of its target by about 8%. We are not certain about the reasons for the short-fall, but we are concerned about it, because the Faculty's resources seem sufficient to accommodate the proposed enrolment and because any decrease in enrolment diminishes the University's income.

Enrolment in Landscape Architecture has grown from 5 in 1967 to about 130 now. It has been uneven in recent years, but it seems that it can be maintained at the current level.

**2 Space** – The Faculty occupies several locations on campus and in rented space: Forestry in seven locations and Landscape Architecture in two. These arrangements are inconvenient, but we understand that they adversely affect the Faculty's program in only one area. Alleviation of the Faculty's space problems could, we further understand, reduce some costs associated with staffing. Program planning will play an important role in reaching a permanent solution about space.

**3 Staff and Curriculum** – The Faculty reports that additional staff are needed in Forestry in order to support specializations in forest entomology, tree genetics, forest recreation, and tropical forestry. The Faculty's plans do not indicate the importance of these additions relative either to one another or to existing specializations. In Landscape Architecture, teaching relies extensively on the studio approach, which makes relatively heavy demands on a small staff.

Problems of curriculum and staff underscore the need for the Faculty to develop a comprehensive statement of its objectives. We note that in Forestry there is a large number of specializations at both the undergraduate and graduate levels relative to the number of students. We have difficulty in understanding precisely what the core curriculum of Forestry is, but the Faculty has indicated a desire to add more curricular specializations. We feel that the Faculty should address the basic question of breadth versus quality, for it seems that some program improvements might be accomplished through curricular consolidation. The question also arises about the extent to which Forestry and Landscape Architecture can be integrated academically. They appear to be largely separate now.

**4 Faculty Structure** – Although Forestry and Landscape Architecture were amalgamated administratively, the Faculty, it seems to us, has continued to regard the two as separate entities and programs. We question whether or not this should remain the case. If amalgamation is to have a beneficial effect, an attempt should be made to integrate them, if not wholly, at least partially. The asymmetrical arrangement of having a department within an otherwise non-departmental faculty may offer some advantages, but should nevertheless be re-examined carefully. Given the problems of space and staffing in the Faculty, the potential opportunities of integration and consolidation should not be overlooked.

**5 Graduate Studies** – Enrolment in the doctoral program in Forestry has been low and only a few students have completed the degree. The number of graduate specializations seems large (about a dozen) for the number of graduate students (about 35). It is unclear what priority the Faculty attaches to these specializations and to the graduate program generally. There are not obvious relationships between research and graduate specializations. We hope that the Faculty's further planning will explain this relationship.

The National Research Council (NRC) has established an Associate Committee on University Forestry Research. The purpose of the Committee, which held its first meeting at the University of Toronto in August, is to advise NRC and other funding agencies about needs and priorities in forestry research. The results of this may aid the Faculty in developing its own plans and priorities for research.

In Landscape Architecture, a proposal previously made to establish a master's program is being re-in-

troduced. The proposal should also be considered within the larger context of objectives for the entire Faculty.

**6 Relations with Other Divisions** – General relationships, including cross-appointments, have been developed between Forestry and other divisions. The Faculty feels that further development is needed. In Landscape Architecture, the nature and extent of relationships with other divisions are not clear.

Because the Faculty's plans and priorities are unclear to us, we make only the following recommendations, until we have further information and clarification.

RECOMMENDATION I-20: that the Faculty of Forestry and Landscape Architecture develop a comprehensive statement of objectives, plans, and priorities for its programs, and that additions not be considered for the Faculty's budget until its objectives have been presented to the Planning and Priorities Subcommittee (or its successor).

RECOMMENDATION I-21: that the Faculty of Forestry and Landscape Architecture attempt to integrate better the Forestry and Landscape Architecture programs.

#### Faculty of Law (4.3.5)

In June, 1975, planning recommendations for the Faculty of Law, stemming from a statement of Divisional Objectives, were approved by Governing Council. *We have no recommendations to make calling for revision of these, but we make some comments below on subsequent developments.* The Faculty places its main emphasis on its undergraduate (LL.B.) program; this was judged by the Planning and Resources Committee in 1975 to be of high quality.

#### Comments

**1 Applications and enrolment** – The applications for the LL.B. program continue to increase both in number (about 2750 for 160 places) and in quality, but the total enrolment (about 470) is in steady-state. The graduate programs (LL.M. and D.JUR.) will continue to be relatively small. The Faculty is concerned that it cannot attract as many high-quality students for graduate studies as it would like, because it cannot offer sufficient financial support as, apparently, can other law schools.

**2 Part-time Master's Program in Taxation** – This program, recommended in 1975, has not been introduced because of lack of resources and uncertainty about demand.

**3 Staff** – The Faculty is relying more on part-time teachers, and considers this trend to be undesirable.

**4 Library** – The Faculty, in recent budget submissions, has expressed concern about the relative weakness of its library, for which its budget provides not only staff, but also acquisitions. It received additional support for both of them in 1977/78, but it will likely continue to seek still further resources for its library, partly on the grounds of increased use by members of the University community outside the Faculty.

**5 Clinic program** – This has been introduced recently to allow up to 20 students a term to spend half the term in case studies that have come through the Faculty's legal-aid program. The program was approved in principle by the Planning and Resources Committee in 1975, on the condition that no additional University resources be provided. The Faculty evidently places a relatively high priority on this type of activity, in spite of the fact that no additional external resources have yet been obtained.



### Faculty of Library Science (4.3.6)

In June, 1975, planning recommendations for the Faculty of Library Science, stemming from a statement of Divisional Objectives, were approved by Governing Council. We have no recommendations to make calling for significant revision of these, but we note some subsequent developments below.

The Faculty is the largest library school in Canada, and its programs (M.L.S. and Ph.D.) are entirely at the postgraduate level. It is one of two faculties in Ontario (University of Western Ontario's is the other) offering the M.L.S. program, since the closing of the University of Ottawa's program in 1975, and these two also are the only ones in Canada with Ph.D. programs.

#### Comments

**1 Enrolment** – This is about 260 in the two-year M.L.S. program, including about 45 part-time students, and is likely to remain steady or decline slightly. The Ph.D. enrolment is small, and the Faculty would like it to be higher. Given the excellent physical facilities of the Faculty and the staff resources, there is the possibility that both enrolments could be increased, if warranted by the quality and number of applicants.

**2 Extension of M.L.S. program to Ottawa-Hull region** – The Faculty is considering the possibility of offering courses for degree credit for several reasons, but recognizes the difficulties associated with logistics and availability of resources.

**3 Doctoral program** – The Faculty is considering requesting approval for the addition of two fields of specialization within the next few years. The priorities of this in relation to program breadth versus quality, and the other operations of the Faculty do not appear to have been established yet.

**4 Research** – With the establishment in November, 1975, of the Centre for Research in Librarianship for the purpose of handling funded research contracts, the research effort of the Faculty is expected to increase considerably, as it has done since the ACAP report of 1972.

**5 Continuing education** – The Faculty is involved in this largely through the School of Continuing Studies. Although there may be potential for further development, for which the Faculty should plan, there needs to be further consideration of the priority of increasing this relative to the other programs and the developing research effort.

**6 Faculty's library as a clinical instructional medium** – Given the relatively high cost of the Faculty's own library and its special role (few other faculties of library science have their own libraries), we believe that the Faculty should carefully review the role and resources assigned to its library. In particular, it should review the possibility of making greater cooperative use of other libraries in the University.

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RECOMMENDATION I-22: that the Faculty of Library Science continue to develop its plans for extending its M.L.S. program to the Ottawa-Hull region, for adding to its Ph.D. specializations, and for Continuing Education, but that it also establish priorities for these in relation to each other and to its existing programs and research.

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### Faculty of Management Studies (4.3.7)

The Faculty of Management Studies was created in 1972 from the earlier School of Business following ap-

proval by the Board of Governors of a proposal submitted to them by the School. The Faculty offers one of several MBA programs and one of four established doctoral programs in management in Canada. The Faculty shares a building (the "Texaco" Building, 246 Bloor St. West) with the Faculty of Social Work.

The Faculty of Management Studies is one of the divisions to which the Subcommittee has not yet responded in Stage II of our deliberations. The offices of the Vice-President and Provost and Vice-President (Research and Planning) have met with the Faculty in order to clarify some points in the Faculty's initial submission. Our comments, therefore, are based on somewhat less information and deliberation than most of our other comments and recommendations.

#### Comments

**1 Enrolment** – Demand for admission to the MBA program has been strong and is expected to remain so. Two areas in which the demand for admission has been especially strong are part-time and summer study in the MBA program. The Faculty believes that with more space and resources it could significantly increase MBA enrolment. We agree that the Faculty probably is in a competitive situation that would permit enrolment growth, but we are not entirely convinced that enrolment growth is desirable. In responding to the ACAP report on management studies (1974), the Dean of the School of Graduate Studies suggested that major expansion of graduate enrolment in management studies was unnecessary. Whatever the appropriate provincial target for enrolment, we do not think that a decision about MBA enrolment in the Faculty should be guided only by resource considerations.

Doctoral enrolment has been steady at about 29 full-time equivalents. The Faculty does not believe that current enrolment or larger numbers of doctoral students can be maintained by the Faculty unless more fellowship aid is available to them. (Changes in fees for visa students is one reason for the Faculty's concerns.) The Faculty's observation perhaps is correct, as other divisions have similar concerns, but we believe that provision of more or different fellowship aid should be part of larger policies pertaining to all graduate programs. We shall call the Dean of the School of Graduate Studies' attention to the particular situation in the Faculty of Management Studies. Currently, doctoral research is concentrated in four areas: finance, organizational behaviour, marketing, and business economics.

**2 Curriculum** – The Faculty's MBA program is based on a pedagogical approach that has a disciplinary focus. The disciplinary approach makes it possible to draw master's and doctoral programs more closely together than is normally possible in programs that follow the "case-study" method.

The Faculty lists eight disciplinary areas on which the MBA program is based: accounting, business economics, finance, organizational behaviour and industrial relations, marketing, general management, business policy, and international business. As we have already noted, the Ph.D. program is based on finance, organizational behaviour, marketing, and business economics. In several of these areas the Faculty believes that improvements and greater resources are needed. We plan to discuss further with the Faculty the priorities that it assigns to making these improvements, and the impact that the improvements would have on the program.

**3 Staffing** – The Faculty has identified four conditions that have placed great strain on the Faculty's staff resources. These conditions are: growth of the doctoral programs, growth of part-time enrolment in the MBA program, growth of enrolment in the summer session, and growth of demands for undergraduate service teaching. Staffing improvements that the Faculty calls for in the disciplinary areas might relieve some of the strains, particularly in the matter of overloads and part-time teaching, but not all of the links between staffing improvements and relief of strains are evident to us. This emphasizes for us the need for a comprehensive statement of objectives in the Faculty in addition to the objectives presented earlier. The Faculty refers to a proposal that was prepared in 1971 as a plan for the Faculty. While this plan does provide a schedule of resource allocation and enrolment, it does not appear to have been a statement of program objectives. In fact, the appendix of the 1971 proposal contained a recommendation that specifically called for formulation of goals for the program. We think that such a formulation would be helpful. The Faculty's resources have grown in most areas as enrolment has grown. If further resources are called for, it seems to us that they should be provided only if it is clear what program improvements will follow and what priorities are assigned among the improvements.

The Faculty has advanced a proposal to reduce enrolment, particularly in the summer program, in order to reduce some of the strains now bearing on staff resources. We do not approve this proposal. The Faculty has received special funding to mount the summer program on an overload (stipend) basis and any reduction in enrolment will result in decreased income for the university. Since the Faculty now is being paid for the service teaching that it provides to undergraduate programs, we do not see how reducing service teaching will relieve strain on the Faculty's resources. (We recognize that the current arrangement may not be permanent.)

The Faculty suggests that undergraduate and graduate teaching in management be rationalized to eliminate some of the problems of service teaching and to offer a coordinated management program. The proposal, in several forms, has received some consideration throughout the University, but so far the consideration has been inconclusive. We should note that the 1971 proposal for the Faculty did not recommend rationalizing undergraduate and graduate programs. We are not convinced that rationalization would effectively rectify all of the problems about which the Faculty has expressed concern, but we also are not convinced that the *status quo* is entirely appropriate. We understand that some serious study of the graduate-undergraduate arrangement has been undertaken by the Provost's office, but without reaching a reconciliation among interested parties.

The problems of service teaching in the Faculty of Management Studies emphasize a point that we make elsewhere about service teaching. The problems are not restricted to resources; organization also is at issue. For example, the resources needed to provide service teaching in management and finance seem to us to be available to the Faculty of Management Studies, and other divisions that receive instructional service from the Faculty, but there are questions about how the resources can be best used.

**4 Space** – The Faculty has expressed concern about the amount and quality of space available to it. Specifically, the Faculty has proposed selling the building that it now occupies and applying the proceeds of the sale to the construction of a new building. The configuration of the space now available to the Faculty does not permit the most efficient use of the Faculty's staff. Some courses could be taught as large lectures, but are not because appropriate rooms are not available in the building. A new instructional facility probably would not have to provide more space, but would have to provide different space in the form of lecture halls. In a general and superficial sense, the proposal is attractive, but there are several important considerations that must be attended to before any conclusions are made. Foremost among these considerations are clear and comprehensive program descriptions and objectives for the Faculty of Management Studies, the Faculty of Social Work (which now shares the building with Management Studies), and any other divisions that might use a new facility. Given the terms under which the building now occupied by the Faculty was obtained, there are limitations to how the building can be disposed of and the proceeds used. In short, we believe that much more information and study are needed before any conclusion is made about new physical facilities for the Faculty of Management Studies. For the short term, we note that the Faculty of Social Work, whose space needs are similar to those of Management Studies, has been successful in using classroom space outside the building to support its program. While it does use some space outside the building, the Faculty of Management Studies might consider making similar arrangements more extensively. However the question of new facilities for the Faculty is answered, we believe that the question should be addressed by a task group representing all of the interests that might make use of a new facility.

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RECOMMENDATION I-23: that the Faculty of Management Studies have high priority for access to larger lecture rooms in other University locations in order to use its teaching resources more efficiently.

RECOMMENDATION I-24: that the Faculty of Management Studies not reduce MBA enrolment in part-time and summer study below targets that were set for 1976/77. (If the target enrolments cannot be met, the Faculty's resources should be reduced accordingly.)

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### Faculty of Music (4.3.8)

The Faculty of Music, the oldest in Canada, provides one of several undergraduate and master's programs in music at Ontario universities. It offers the only Ph.D. program, and also offers a graduate Diploma in Operatic Performance and two undergraduate diploma programs. The Faculty has the second largest undergraduate enrolment in the province and the largest graduate enrolment. It maintains the largest music library in the country.

The facilities of the Faculty, contained in the Edward Johnson Building, are widely used in a community or public sense. The Faculty directly sponsors about 300 events each year in the two main halls. Outside groups use the facilities on a rental basis for public performances, auditioning and rehearsing.

The Faculty is organized into 5 departments – theory and composition, history and literature, performance, music education and graduate studies, each with a chairman.



## Comments

**1 Graduate studies** – The Faculty raises the possibility of introduction of a doctoral program in music education. This would be the first such program in Canada, but the University of Western Ontario is preparing to introduce one pending appraisal. In view of this, its introduction here is questionable, and in any case would be at least 3 to 4 years away. The Faculty would like to strengthen further its capability in ethnomusicology by the eventual addition of one staff position. The number of Teaching Assistant positions available has been a matter of concern from the point of view of providing financial support for graduate students, but steps are being taken to improve this.

**2 Performance instruction** – The Faculty places strong emphasis on the ability of its students, as musicians, "to produce the sounds of their materials, instrumentally or vocally." All students receive instruction in music performance, but the faculty is seeking additional funds to equalize the amount of instruction for performance and nonperformance majors, to bring it into competitive alignment with other music faculties. This type of instruction, as with "clinical" instruction in general, is relatively expensive, and the question of balance between this and other types of instruction arises. The Faculty places a high priority on attaining equalization, along with strengthening of its graduate program (point 1 above), and improvement of its physical resources (point 3 below). It may be necessary to consider introduction of a special fee for performance instruction, part of the receipts of which could be used for bursaries and scholarships to offset the added burden for some students.

**3 Physical resources** – The Faculty notes that one of its main needs is to improve its physical resources with respect to lack of student practice space, acquisition of musical instruments, and library space. The Subcommittee is not yet in a position to assess these relative to the others given above.

**4 Departmental organization** – The departmental structure seems to be relatively elaborate for a division of this size (e.g., about 46 fulltime equivalent academic staff). The Faculty agrees that this should be re-examined in the interests of possibly improving interactions among specialties and reducing expense. Resolution of this will likely have to be deferred until after the present interim phase of administration.

**5 Interdivisional relations** – The Faculty offers a major part of the B.A. Music Specialist program for the Faculty of Arts and Science, and also some non-specialist music courses. In return, the latter Faculty provides the Faculty of Music with an equivalent amount of teaching.

Both the Faculty of Music and the Faculty of Education offer programs in music education. Discussions are taking place between the two faculties to clarify their respective roles and to develop further the relationships between them.

Any changes in the relations between the Faculty and the Royal Conservatory of Music (RCM) await consideration of the recommendations of the recently completed report of the Committee to Review the RCM and the Faculty of Music (the "Hallett" report). Indeed the role of the RCM within (or without) the University depends on this and on efforts now underway to seek additional funding for the RCM. The Hallett report iden-

tifies three possible options: (i) independent status for the RCM, (ii) some integration of the staff and programs of the RCM and the Faculty, and (iii) allowing relations to remain as they are; however, it makes no recommendation about these, pending clarification of funding arrangements. Present relations include some cross-appointments, mainly from the RCM to the Faculty, and recognition of the preparatory role the RCM provides for students in both performance and musical theory. Consideration of these matters is further complicated by the fact that new appointments are to be made in the coming year to both the Deanship of the Faculty and the Principalship of the RCM.

RECOMMENDATION I-25: that the Faculty of Music develop further the relative priorities of its main needs among (1) equalization of performance instruction, (2) improvement of physical resources, and (3) strengthening of its existing graduate program.

RECOMMENDATION I-26: that the Faculty of Music reconsider its departmental structure with a view to simplifying it and reducing its expense.

## Faculty of Social Work (4.3.9)

In 1975 the Planning Subcommittee formed a working group under the chairmanship of Professor A. Dalzell to assist in the development of objectives for the Faculty of Social Work, following the preparation of a draft submission in 1974. The Planning and Priorities Subcommittee used the report of the working group (Dalzell Report), together with two more recent documents: (i) "First Report of the Curriculum Review and Planning Project, 1976/77," and (ii) "Preliminary Description of a Major Research Project by the Faculty of Social Work, (Sept., 1976)," for its discussion with representatives from the Faculty, and in this it was assisted by Professor Dalzell. The panel subsequently met with the newly appointed Dean.

The Faculty's academic programs are all at the graduate level. It has over 200 students enrolled in the two-year M.S.W. program and about 35 in the D.S.W. program, the only doctoral program in Canada. There are also a few students in a one-year, post-master's Advanced Diploma program. There are no licensing procedures for the social work profession in Ontario, but the Canadian Association of Schools of Social Work (CASSW) does review degree programs.

## Comments

**1 Dalzell Report** – This raised a number of issues, some of which we summarize here and comment on further below: (i) the desirability of completing a comprehensive curriculum review; (ii) the low level (amount) of instructional activity relative to academic staffing; (iii) the relatively low level of research commitment; (iv) the high proportion of administrative duties in the Faculty, partly stemming from managing the "practicum," which requires over 40% of the students' time, and which is provided by clinical teachers, some of whom are employed by social welfare agencies; (v) the level of consulting activity apparently unrelated to research and teaching; (vi) the varied backgrounds of students admitted to the first year, which has forced abandonment of prerequisites with a consequent low level of introductory instruction; and (vii) need for a comprehensive statement of faculty objectives. The Report contained the conclusion that the staff resources then available to the Faculty were adequate, but that it was not to be

inferred "that the Faculty could not make good use of additional resources or could not maintain its programs with fewer resources." Since the Dalzell Report, developments relating to some of the concerns raised have taken place, as indicated below.

**2 Objectives** – A statement of objectives has been prepared for a forthcoming accreditation visit, and these have apparently been further extended in the final report of the Curriculum Review and Planning Project, which is to be made available to the Subcommittee after approval by the Faculty Council.

**3 Curriculum** – As indicated above, the review of the curriculum is taking place, and the Subcommittee was able to consider a preliminary report. Subsequent to this, the Subcommittee understands that recommendations to be considered are that the curricular specializations (about which some concerns were expressed in the Dalzell Report) be reorganized, that the Advanced Diploma be discontinued, and that changes be made in the practicum with regard to the responsibilities vis-a-vis social agencies. The Faculty also indicates a desire to create more continuity between the master's and the doctoral programs.

**4 Research** – The Faculty has applied for a Connaught Development Grant, and this application has recently been approved. This involves an extensive research project which should improve research capability and graduate studies. The Faculty's proposal, however, has not been completely developed, and a detailed plan is to be presented by the end of 1977 before a final budget is set by the Connaught Committee.

**5 Administration** – The Faculty is taking steps to reduce the administrative work done by academic staff, including that associated with the practicum, and this should have the effect of allowing time for more teaching and research. As part of this, the Faculty will seek to add a non-academic administrative assistant to deal with admissions.

**6 Doctoral program** – As a consequence of the proposed discontinuation of the Advanced Diploma, reorganization of the curriculum (including setting of minimum enrolment for elective courses) and administrative duties, and enhanced research activity, the Faculty is considering as an objective increasing the number of doctoral candidates from about 35 to about 60 by 1980. The Subcommittee has expressed some concern about this expansion, because, among other things, the Faculty has reported that the loss of some senior staff in recent years has resulted in fewer faculty members for doctoral supervision. If doctoral enrolment is increased, apparently it should be possible without the addition of resources, but there may be a need for redistribution of them.

Notwithstanding some of the comments made above, the Subcommittee is impressed with developments which have taken place in the Faculty since the Dalzell Report. These are shown particularly in resolutions passed by the Faculty Council in March, 1977, and in the recent reply by the Dean to the Stage-II Response.

RECOMMENDATION I-27: that the Faculty of Social Work develop a comprehensive statement of objectives and priorities as soon as possible after the curriculum review is completed.

RECOMMENDATION I-28: that the Faculty of Social Work not act on proposals to discontinue programs and increase enrolment without the approval of the Planning and Resources Committee.

RECOMMENDATION I-29: that no further resources be considered for the Faculty of Social Work until its instructional activity is improved and its research capability, particularly as it relates to doctoral studies, is improved.

## University-wide Divisions

### School of Graduate Studies (4.4.1)

Although the Subcommittee has had a preliminary meeting with Dean J.M. Ham to discuss graduate program planning and research, it has not yet had an opportunity to consider a submission from the School of Graduate Studies. It is anticipated that this will be done in the coming fall term, and that, among other things, the Centres and Institutes under the jurisdiction of the School will be considered formally. There are, therefore, no recommendations in this interim report relating directly to the operations of the School.

### School of Continuing Studies (4.4.2)

The Subcommittee has not yet had an opportunity to meet with the Director of the School of Continuing Studies, or to consider a submission from the School. There are, therefore, no recommendations in this interim report relating directly to the School.

## University College, Federated Universities and Constituent Colleges – The "Colleges" (4.5)

The term "Colleges" or "St. George Colleges" is used here to denote University College, the three Federated Universities (Trinity, St. Michael's and Victoria), and the constituent colleges (Innis, New and Woodsworth, excluding Erindale and Scarborough, which are considered separately above). During the preliminary meetings of the Subcommittee and a preliminary meeting with the Dean of the Faculty of Arts and Science, concern was expressed by some members that the Colleges were not being asked to participate in the planning exercise. This gave rise to considerable correspondence concerning the history of planning involving the Colleges, the Memorandum of Understanding Relating to the Role of the Colleges in the Faculty of Arts and Science (1974), and the Interim Report of the Collegiate Board (1974-76), established to monitor the implementation of the Memorandum. Subsequently in June, the Colleges asked to meet with the Subcommittee, and at its request submitted a "Position Paper" as a preliminary statement to the Subcommittee. It was decided that the Subcommittee would meet formally with representatives of the Colleges early in the coming fall term to consider further the academic and intellectual roles the Colleges might play in the University community in the coming years. There are, therefore, no recommendations relating directly to the Colleges in this sense in this interim report. The location of this brief comment on the Colleges in the report reflects this, and does not imply any separation of consideration of the Colleges from that of the Faculty of Arts and Science, discussed in more detail in part 4.1 above.

## CONCLUSIONS AND INTERIM RECOMMENDATIONS

This interim report of the Planning and Priorities Subcommittee represents the beginning of an attempt to bring planning and budgeting in the



University closer together than they have been in the past, an attempt which will undoubtedly require continuing effort, even beyond the final report of this Subcommittee. Many of the conclusions we have reached so far are already realized in various quarters of the University, but their general recognition and possible approbation may have far-reaching consequences.

From our discussion of overall considerations in section 3, *we wish to emphasize that we must try to deal with a period of restraint, which threatens the continuing excellence of many of our programs, by seeking ways to increase income, and by maintaining and reinforcing strength where it exists.*

We list here together, for convenience, the interim recommendations made in sections 3 and 4. The numbers in parentheses indicate in each case the part in which the background for the recommendation is given. The designation I (for interim) is used to distinguish recommendations in this report from those to be made in the final report. Although one of the main purposes stated in the Introduction was the identification of relatively short-term priorities for the benefit of the 1978/79 Budget Committee, we have had difficulty in identifying these separately from those with longer-term (i.e., beyond one year) implications. This is reflected in the recommendations that follow. Nevertheless, we have indicated by an asterisk (\*) those recommendations which we believe are of special significance for the 1978/79 budget year. We also draw attention to the underlined sections of the text on pages 16, 19, 37, and 38-39.

Recommendations I-1 to I-6 relate to the University as a whole, and the remaining 23 relate to individual divisions. Since the Subcommittee has not yet had an opportunity to consider submissions from some of the divisions, and has not yet reached conclusions about some others, *absence of any recommendation about a division does not necessarily imply approval of status quo or indicate lack of anything to say eventually.* For the Faculties of Law and Nursing, and the School of Physical and Health Education, we have no recommendations to add at this time to those already approved by Governing Council in connection with Divisional Objectives.

**RECOMMENDATION I-1:** that the University continue to seek strongly a provincial funding system that reflects its special features, including the possibility of uncoupling support for some of these from formula funding. (3.2.3)

**RECOMMENDATION I-2:** that the University support the continuation of external reviews and that these and other external indications of quality be taken into account in resource allocation. (3.2.4)

\***RECOMMENDATION I-3:** that reinforcement of program excellence be one of the main criteria for the allocation of resources at this time. (3.3.4)

**RECOMMENDATION I-3(A):** that the Office of the Vice-President and Provost prepare as soon as possible a proposal for a systematic and cyclical examination of the quality of programs within the University, with appropriate recognition, of course, of those externally mandated reviews already in existence. (3.3.4)

**RECOMMENDATION I-4:** that a task force of the Planning and Resources Committee be established to seek ways of increasing the income of the University, including maximizing the income from all existing sources and exploring new sources. (3.3.5)

\***RECOMMENDATION I-5:** that the following alternatives to across-the-board budget compression be considered by the Budget Committee: (1) seeking ways to increase income; (2) selective compression of programs; (3) excision of programs; and (4) lowering the rate of salary increases, it being understood that this list is not necessarily exhaustive at this stage, and that the items are not necessarily mutually exclusive. (3.3.6)

\***RECOMMENDATION I-6:** that University-wide criteria and guidelines for academic priorities and resource allocation be: (1) reinforcement of excellence; (2) appropriateness for a university and the University's goals and objectives; (3) entrepreneurial academic leadership; (4) responsiveness to society's needs; (5) increasing the flexibility of resource commitment; and (6) responding to an external review, it being understood that this list is not necessarily exhaustive at this stage. (3.5)

**RECOMMENDATION I-7:** that *no* new tenure-stream appointments or replacements be made in the Faculty of Arts and Science (including Erindale College) or in Scarborough College, unless the Vice-President and Provost is given sufficient demonstration that the proposed appointments have resulted from thorough discussions involving departmental and administrative representatives of all three campuses, and clearly fit overall plans and priorities at both the departmental and divisional levels. (4.1.5)

**RECOMMENDATION I-8:** that the central administration and Faculty of Dentistry continue to pursue vigorously with appropriate governmental bodies an improved funding basis for the operations of the clinics of the Faculty. (4.2.1)

\***RECOMMENDATION I-9:** that the Faculty of Dentistry reconsider the organization of its departmental structure with a view to simplifying it and reducing its cost. (4.2.1)

\***RECOMMENDATION I-10:** that the Faculty of Dentistry continue exploring the restructuring of its clinic operations, and proceed with increased use of the computer to improve the management and income of the clinics. (4.2.1)

**RECOMMENDATION I-11:** that the Faculty of Dentistry consider converting its graduate diploma program into a master's program. (4.2.1)

**RECOMMENDATION I-12:** that the Subcommittee be provided with a clearer picture of the complex funding and staffing in the Faculty of Medicine. (It needs this information to obtain a better understanding of the complex problems within the Faculty, and more importantly, to be able to assess properly the Faculty's situation within the context of a University-wide planning exercise.) (4.2.2)

**RECOMMENDATION I-13:** that the Faculty of Medicine continue to improve distribution of resources internally to reduce "under-funding" and "over-funding" of departments. (It is recognized that this necessitates disclosure to the Dean of additional departmental fiscal resources or the potential for them in order to come to rational decisions on internal funding. The Subcommittee hopes that the methods adopted will continue to encourage departmental initiatives in obtaining and retaining appropriate additional funding.) (4.2.2)

\***RECOMMENDATION I-14:** that, although the Subcommittee encourages the Faculty of Medicine to continue its (successful) attempts to

obtain outside funding for priority items, all commitments which may place demands on university budgets be fully discussed and approved by the university administration before final commitments are made. (An example of an area about which we are concerned is the development in the Community Health departments through the I'Anson fund.) (4.2.2)

**RECOMMENDATION I-15:** that the Faculty of Medicine reach a decision about the future status of the program in Art as Applied to Medicine. (4.2.2)

**RECOMMENDATION I-16:** that the Faculty of Pharmacy consider further whether or not it is feasible and desirable to expand its undergraduate enrolment significantly, in the light of a predicted shortage of pharmacists in Ontario. (4.2.4)

**RECOMMENDATION I-17:** that the Faculty of Pharmacy have improved access to large lecture rooms in a nearby building on a first-priority basis, so that it may achieve a more efficient use of teaching resources. (4.2.4)

**RECOMMENDATION I-18:** that the Faculty of Education continue implementation of its stated plans, objectives and intentions as follows:

- \*i establishment and subsequent expansion of the scope of the MAT program;
- \*ii elimination of the deficit with respect to I.C.S. within the Faculty's budget;
- \*iii elimination of the deficit with respect to the T. & I.A. program within the Faculty's budget;
- iv investigation of the feasibility of transferring the Faculty's library to the central library system;
- v conversion of the Diploma in Child Study to a master's program. (4.3.3)

**RECOMMENDATION I-19:** that, in accordance with the belief of both the Subcommittee and the Faculty of Education that the role of U.T.S. should be redefined more in terms of a school for gifted children, and in acknowledgment that U.T.S. provides an important function for the community, the University press at the highest level for an improved and appropriate funding mechanism for U.T.S. (4.3.3)

\***RECOMMENDATION I-20:** that the Faculty of Forestry and Landscape Architecture develop a comprehensive statement of objectives, plans, and priorities for its programs, and that additions not be considered for the Faculty's budget until its objectives have been presented to the Planning and Priorities Subcommittee (or its successor). (4.3.4)

**RECOMMENDATION I-21:** that the Faculty of Forestry and Landscape Architecture attempt to integrate better the Forestry and Landscape Architecture programs.

\***RECOMMENDATION I-22:** that the Faculty of Library Science continue to develop its plans for extending its M.L.S. program to the Ottawa-Hull region, for adding to its Ph.D. specializations, and for Continuing Education, but that it also establish priorities for these in relation to each other and to its existing programs and research. (4.3.6)

**RECOMMENDATION I-23:** that the Faculty of Management Studies have high priority for access to larger lecture rooms in other University locations in order to use its teaching resources more efficiently. (4.3.7)

\***RECOMMENDATION I-24:** that the Faculty of Management Studies not reduce MBA enrolment in part-time and summer study below targets that were set for 1976/77. (If the target enrolments cannot be met, the Faculty's resources should be reduced accordingly.) (4.3.7)

**RECOMMENDATION I-25:** that the Faculty of Music develop further the relative priorities of its main needs among (1) equalization of performance instruction, (2) improvement of physical resources, and (3) strengthening of its existing graduate program. (4.3.8)

\***RECOMMENDATION I-26:** that the Faculty of Music reconsider its departmental structure with a view to simplifying it and reducing its expense. (4.3.8)

**RECOMMENDATION I-27:** that the Faculty of Social Work develop a comprehensive statement of objectives and priorities as soon as possible after the curriculum review is completed. (4.3.9)

**RECOMMENDATION I-28:** that the Faculty of Social Work not act on proposals to discontinue programs and increase enrolment without the approval of the Planning and Resources Committee. (4.3.9)

\***RECOMMENDATION I-29:** that no further resources be considered for the Faculty of Social Work until its instructional activity is improved and its research capability, particularly as it relates to doctoral studies, is improved. (4.3.9)

\*Recommendation considered to be of significance for the 1978/79 budget year.

## Members, 1976/77

\*Professor R.W. Missen, Department of Chemical Engineering and Applied Chemistry, and Associate Dean, Division III, School of Graduate Studies, *Chairman*  
Dean W.E. Alexander, Faculty of Pharmacy

Professor H.F. Andrews, Department of Geography, and Associate Dean, Erindale College  
Ms. Beverley Batten, part-time undergraduate student, Woodsworth College

\*Professor J.M. Bliss, Department of History

Mr. Richard Charney, full-time undergraduate student, University College (to Jan., 1977)

Mr. Donald Crawshaw, full-time undergraduate student, Victoria College (from Feb., 1977)

\*†Professor W.B. Dunphy, Department of Philosophy, and St. Michael's College; Chairman, Academic Affairs Committee (1976/77)

Mr. George Edmonds, alumnus, Victoria College

\*Mrs. Patti Philip Fleury, alumna  
Dean F.G. Halpenny, Faculty of Library Science

Professor G.W. Heinke, Chairman, Department of Civil Engineering  
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\*Professor B. Kovrig, Department of Political Economy

†Professor T.D. Langan, Department of Philosophy, and New College  
Professor W.H. le Riche, Department of Preventive Medicine and Biostatistics

\*Mr. W.J.D. Lewis, government appointee to the Governing Council

\*†Professor P.H. Salus, Division of Humanities, and Associate Dean, Scarborough College

†Professor R.E. Scane, Faculty of Law  
Mr. J.G. Sullivan, alumnus, St. Michael's College, and the Faculty of Law

\*†Mr. M.E. Treacy, full-time undergraduate student, Faculty of Applied Science and Engineering

\*Mr. David Vaskevitch, graduate student, Department of Computer Science

Mr. David Warren, Governing Council Office, *Secretary*

\*member of Governing Council, 1976/77

†Academic Affairs Committee appointee, 1976/77



# Forum

## Becoming one with the universe

The article entitled "Gentle Martial Arts" (*Bulletin*, Monday, October 17), indicates that sometimes even doctoral study of Japanese culture can fail to reveal the significance of the Japanese martial arts. When asked if karate is not merely the breaking of boards and the fighting off of villains, Dr. Burt Konzak gave the customary response that the purpose of karate is to teach humility, respect, self-discipline, control, and confidence.

Although it is true that diligent practitioners of karate tend to be imbued with the above character attributes, the ultimate goal towards which karate aspires is much more profound: the ultimate goal of karate is no less than to become one with the universe (the Great Truth). Karate aims at this objective through the unification of mind and body. After ten to twenty years of practice the karate man gradually comes to the realization that his mind and body are part of an indivisible unity which is his totality. The failure of western man is the precedence given to mind over body, in other words, the overdevelopment of the ego at the expense of the total being. Once the mind and body are restored to their proper harmony it becomes relatively easy to perceive where one fits into the universe.

The Zen mystic achieves this enlightenment to a great extent by secluding himself in some quiet place and meditating. These conditions facilitate the relegation of the ego to its proper place and ultimately result in unification. Real life, however, is much more complex than sitting in a quiet temple: there is always the possibility of conflict and confrontation. Under these conditions the ego strongly asserts itself for its own selfish ends, often to the detriment of one's overall welfare.

One of the greatest threats to the ego is the possibility of physical death, and it is

this threat to which karate addresses itself. The result of assiduous karate practice is that the karate master is able to maintain the tranquil imperturbability and spiritual enlightenment of the mystic under every conceivable circumstance. He is aware of everything and takes action quickly when action is what is called for. He does not become over-attached to things, which is the source of all human misery. Never does he peddle his philosophy like so much merchandise, for to do that would be the same as selling his soul.

*F.R. Foulkes  
Department of Chemical Engineering  
and Applied Chemistry*

## Microbiology head named

Dr. Stephen Vas has recently been appointed head of the Department of Medical Microbiology at the Toronto Western Hospital.

Dr. Vas was born in Hungary, obtained his medical degree at the University of Budapest and his Ph.D. in microbiology at that same university. In Canada he has qualifications in two specialities, having a Royal College Fellowship in medical microbiology and certification in clinical

pathology.

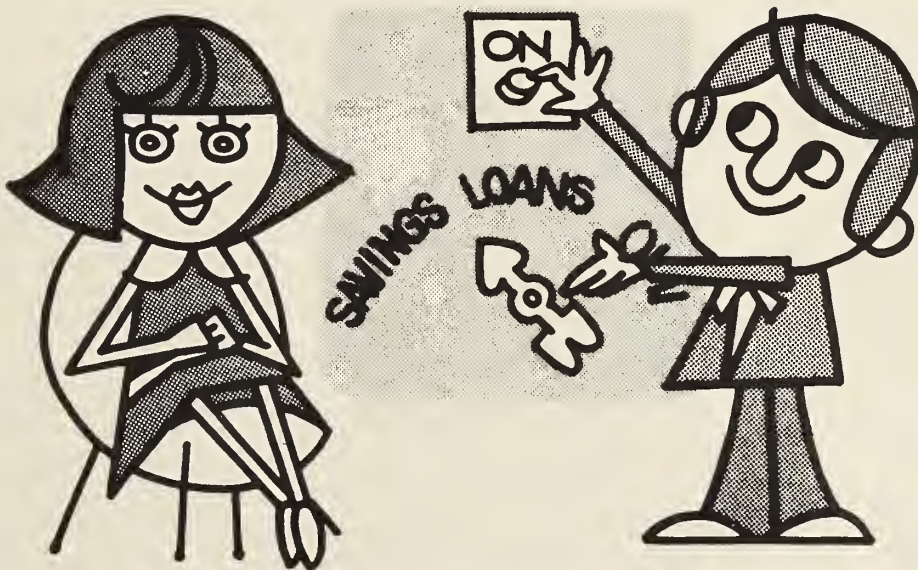
Dr. Vas came to Toronto from McGill University, where he was chairman of the Department of Medical Microbiology. He has now joined the University's Faculty of Medicine as a professor in the Department of Medical Microbiology, and will continue his research into infectious diseases and immunological reactions.

## Earth science head sought

Professor F.A. DeLory will complete his five year term as chairman of the Division of Geological Engineering and Applied Earth Science on June 30, 1978. In accordance with University policy, a search committee has been named to recommend a chairman for the next five

years. Dean Bernard Etkin, chairman of the search committee, will be pleased to receive nominations or submissions from any interested persons. These should be addressed to him at the Office of the Dean, faculty of Applied Science and Engineering, Galbraith Building.

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## Pace International Studies

Your otherwise attractive and informative report of the visit this term to Toronto of the distinguished oil economist from the School of Oriental and African Studies, London, Professor Edith Penrose, was remiss in only one point. Professor Penrose is indeed teaching graduate and undergraduate courses mounted jointly by the Departments of Political Economy and Middle East and Islamic Studies. But readers would have hardly gleaned from the *Bulletin's* report any suggestion that her visit resulted from an invitation extended on behalf of the University by the International Studies Programme, the antecedent organization to the Centre for International Studies, that the centre was entirely responsible for organizing it, or that the centre, together with the Office of the President, raised the funds which made the visit possible.

*Robert Spencer  
Director  
Centre for International Studies*



# Sesqui Events

## Tuesday November 1

*Ontario's Flora and Fauna: Everyone's Heritage, No One's Business*, first of series of five lectures, *The Sesquicentennial: Confronting the Future*. Prof. Paul Aird, Forestry & Landscape Architecture. Auditorium, Medical Sciences Building. 12.15 p.m. (Please note location change.)

*Meeting Ontario's Energy Demand*, third of four lectures in Sesquicentennial series *Towards 2077*.

Prof. Arthur Porter, chairman of Royal Commission on Electrical Power Planning; Ian H. Rowe, Ont. Ministry of Energy, Peter J. Dyne, Can. Ministry of Energy, Mines and Resources; P.G. Campbell, Ontario Hydro; and Prof. Kenneth Hare, Environmental Studies. Chairman, Dean R.E. Jarvis, Applied Science & Engineering. Auditorium, Medical Sciences Building. 8 p.m.

*Some Extragalactic Surprises*, colloquium.

Dr. P.P. Kronberg, Department of Astronomy. David Dunlap Observatory. 4 p.m.

*Paleocontinental Maps for the Phanerozoic*, seminar.

Dr. E. Irving, Department of Energy, Mines & Resources, Ottawa. 202 Mining Building. 4 p.m.

*Overseas Projects*, information session. For students interested in working abroad on long or short-term assignments with service groups and professional student exchanges. International Student Centre. 3 to 6 p.m. Information 978-6617.

## Wednesday 2

*Vincent Massey Plaque*

Unveiling by H.E. Jules Leger, Governor-General of Canada, and Hart Massey; dedicatory prayer, Chancellor A.B.B. Moore; addresses, Hon. Warren Allmand, Minister of Indian & Northern Affairs, and President J.R. Evans; chairman Prof. Maurice Careless, Historic Sites & Monuments Board of Canada. Great Hall, Hart House. 2.30 p.m.

*Crowding and Behaviour: Implications for Urban Design*, seminar.

Prof. Jonathan Freedman, Columbia University. Coach house, 150 St. George St. 2 p.m. (Urban & Community Studies and SGS)

*The Institute of Environmental Studies, University of Washington*, seminar.

Prof. G.H. Orians, University of Washington. 211 Haultain Building. 4 p.m. (Please note day).

*Pontiac and the Green Man*, new comedy by Robertson Davies, music by Derek Holman, third of four plays in Hart House Theatre Sesquiseason. MacMillan Theatre, Edward Johnson Building. Nov. 2 to 5 at 8.30 p.m. Tickets \$6, students \$3. Telephone 978-8668 or 978-3744.

*The Dismissal*, new play by James Reaney, last in Hart House Theatre Sesquiseason. Produced by NDWT Company. Hart House Theatre. Previews Nov. 2 to 5 at 8.30 p.m., tickets \$2.50; opens Nov. 7. Information and reservations 978-8668.

## Thursday 3

*The Nosology of Genetic Disease: Contributions from studies of heritable disorders of connective tissue, inbred groups and the gene map of the human chromosomes*, first of five 1977 Gairdner Foundation Lectures. Dr. Victor A. McKusick, Johns Hopkins University School of Medicine. Auditorium, Medical Sciences Building. 1 p.m.

*Prevention of Rh haemolytic Disease: origins of the research and the present position*, second of five 1977 Gairdner Foundation Lectures.

Prof. Sir Cyril A. Clarke, Nuffield Unit of Medical Genetics, Liverpool. Auditorium, Medical Sciences Building. 1.45 p.m.

*The Forest Resource of the Future*, Sesquicentennial Forestry Lecture. Calvert C. Knudsen, MacMillan Bloedel Ltd., Vancouver. Convocation Hall. 3 p.m.

*On the Expansion of Introspective Consciousness*, lecture.

Prof. Paul Churchland, University of Manitoba. 175 University College. 4 p.m. (Philosophy and SGS)

*Dickens from Bleak House to Hard Times*, lecture.

Prof. Sylvere Monod, the Sorbonne. Room 8, New Academic Building. 4.10 p.m. (English and SGS)

*So You're Going to Retire — Now What?* fourth of six programs in Sesquicentennial series *The Best Age? The Middle and Later Years*.

Panel chaired by Councillor Hazel McCallion. 2080 South Building, Erindale College. 8 p.m. Tickets \$1. Reservations and information 828-5214. (Associates of Erindale)

*Victoria and Canadian Political Life*, second in series of four *Victoria University Sesquicentennial Lectures*.

Prof. Margaret Prang, University of British Columbia. Room 3, New Academic Building. 8.30 p.m.

*Early Land Surveys in the Prairie West and their National Impact*, colloquium.

Don W. Thomson, Department of Energy, Mines & Resources, Ottawa. Common Room, 4th floor Textbook Store, 280 Huron St. 4 p.m. (IHPST)

*Science, Engineering and Politics*, seminar.

Dr. Frank Maine, MP, acting parliamentary secretary for science & technology. 252 Mechanical Building. 3.10 p.m. (Mechanical Engineering)

*Current issues of contemporary literary theory*, fourth of a series of 14 special seminars.

Prof. Fredric Jameson, Yale University. Croft Chapter House. 4 p.m. For details telephone 978-6363. (Comparative Literature)

*Science in the Northwest Territories*, seminar.

Dr. O.M. Solandt, Institute for Environmental Studies. 211 Haultain Building. 4 p.m.

*Thematic Analogy in Chretien de Troyes*, seminar.

Dr. Margaret Burrell, University of Canterbury, N.Z. Upper Library, Massey College. 4.15 p.m. (Medieval Studies, French and SGS)

*Modern and Late-Pleistocene Vegetation of the lower Mackenzie River Valley, N.W.T.*, biology seminar.

Prof. J.C. Ritchie, Scarborough College. 2082 South Building, Erindale College. 5.15 p.m.

## Friday 4

*The HLA complex, basic unit of recognition*, third of five 1977 Gairdner Foundation Lectures.

Prof. Jean Dausset, Institut de Recherches sur les Maladies du Sang, Paris. Auditorium, Medical Sciences Building. 12 noon.

*What Is the Housing Problem?* seventh of nine lectures in Lunch & Learn Club Series I, *The Urban Revolution*.

Prof. M.W. Michelson, Child in the City Program. Innis College Town Hall. 12.15 p.m. Registration fee \$15 for four series of lectures. Information 978-2400.

*Structural and Functional Characterization of Chemical Mediators of Acute Immunologic Reactions*, fourth of five 1977

Gairdner Foundation Lectures.

Prof. K. Frank Austen, Harvard Medical School. Auditorium, Medical Sciences Building. 12.45 p.m.

*Clinical implication of research on prolactin placental lactogens and their receptors*, last of five 1977 Gairdner Foundation Lectures.

Dr. Henry G. Friesen, University of Manitoba. Auditorium, Medical Sciences Building. 1.30 p.m.

*Nuovi Linguaggi in Italia*, lecture.

Prof. Umberto Eco, Yale University. Room 105, Pharmacy Building. 2 p.m. (Italian Studies and SGS) (Please note, lecture will be in Italian.)

*Teaching Thinking*, lecture.

Prof. Edward DeBono, Cambridge University. Auditorium, Faculty of Education. 4 p.m.

*Un Drame bien parisien: analysis of a metatextual text*, lecture.

Prof. Umberto Eco, Yale University. Croft Chapter House. 4.30 p.m. (Comparative Literature and SGS)

*Cereal — A Protein Food*, Sesquicentennial *Edna W. Park Lecture*.

Sally Henry, Maple Leaf Mills. Auditorium, Medical Sciences Building. 8 p.m. (Food Sciences and Household Science Alumnae)

*Intimate Views of Enzymes at Work via Cryoenzymology*, colloquium.

Prof. Anthony L. Fink, University of California, Santa Cruz. 158 Lash Miller Chemical Laboratories. 4 p.m.

*Human Factors Engineering — Sociotechnical Systems*, fifth of six Sesquicentennial seminars in series *Industrial Engineering for the Future*.

Prof. Kenyon De Greene, University of Southern California. 202 McLennan Physical Laboratories. 4 p.m.

*Editing 19th Century Fiction*, 13th annual *Conference on Editorial Problems*.

Nov. 4 and 5. Authors discussed will include Dickens, Thackeray, Hardy, Melville, Crane and Zola. Registration limited to 100. Information, Prof. J.R. deJ. Jackson, 978-3870.

## Saturday 5

*Nutrition Toronto*, symposium.

Auditorium, Medical Sciences Building. 9 a.m. - 12 noon and 1.30 - 5 p.m.

Morning Session: *Current Research in Cardiovascular Disease: The Lipid Re-*

*search Clinic Program*, Valerie McGuire, St. Michael's Hospital; *Mutagens and Carcinogens as Related to Diet*, Dr. W.R. Bruce, Medical Biophysics; *Megavitamin C Therapy: A Perspective*, Dr. Margaret J. Baigent, Nutrition & Food Science; *Breast Milk: New Facts about an Old Product*, Stephanie Atkinson, Nutrition & Food Science. Afternoon session: *Food Consumption Trends and Nutritional Health in Toronto*, Dr. Harvey Anderson, Nutrition & Food Science; *The Consumer as a Factor in Nutrition*, Dr. Magda Kronld and Colleen Dunkley, Nutrition & Food Science; *Panel discussion* with representatives from industry, government and the University. Registration fee \$5, students \$2.50. Information 978-3616. (Food Sciences and Household Science Alumnae)

*Macbeth* with Maurice Evans, second of eight in *Film Festival 77-78*.

North auditorium, OISE, 252 Bloor St. W. 8 p.m. Tickets series \$5, single \$1. Information 978-5076. (Woodsworth College Students' Association)

## Sunday 6

*A New Approach to the Treatment of Shock*, fifth of fall series of Sesquicentennial lectures at Science Centre.

Prof. Irving Koven, Department of Surgery. Main auditorium, Ontario Science Centre. 3 p.m.

## Monday 7

*The Congregation of Sea-Monsters and the Structure of the Voyage de Saint Brendan*, seminar.

Dr. Margaret Burrell, University of Canterbury, N.Z. 316 Pratt Library, Victoria College. 12.10 p.m. (Medieval Studies, French and SGS)

*A Different Son: Why Canadian Culture Needs Walter Bauer*, fifth in series of eight lunchtime seminars, *Canadian Literature and Culture*.

Prof. Frank Watt, Department of English. 321 Pratt Library, Victoria College. 1.15 p.m.

*East-West Relations*, seminar.

Prof. Silviu Brucan, University of Bucharest. 3050 Sidney Smith Hall. 4.10 p.m. (Russian & East European Studies and International Relations Committee CIS)



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